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ABSTRACT

This study investigated the adult adjustment of randomly selected students with learning disabilities in the classes of 1984 and 1985, 1 and 3 years after they exited Iowa high schools. A total of 939 students were interviewed 1 year out of high school, of which 784 were also interviewed 3 years out of school. Results are reported in terms of: (1) general status information such as marital status and living arrangements; (2) information about those employed (wages earned, hours worked per week, fringe benefits received); (3) "successful" adult adjustment relative to specific criteria; and (4) a comparison across the two graduating classes and between years 1 and 3. Data are presented for the total group, by gender, by program model, and by graduation status. Among conclusions are the following: subjects showed significant gains in adult adjustment between the 1-year and 3-year interviews, with dropouts showing the least gains; at the 3-year interview, 38 percent met either the low (27 percent) or high (11 percent) standard of "success," with about one-half living independently; most conclusions seemed valid across both classes; and the results support the need for formal transition planning and provision of transition support during the post-school phase. (Contains 20 references.) (DB)

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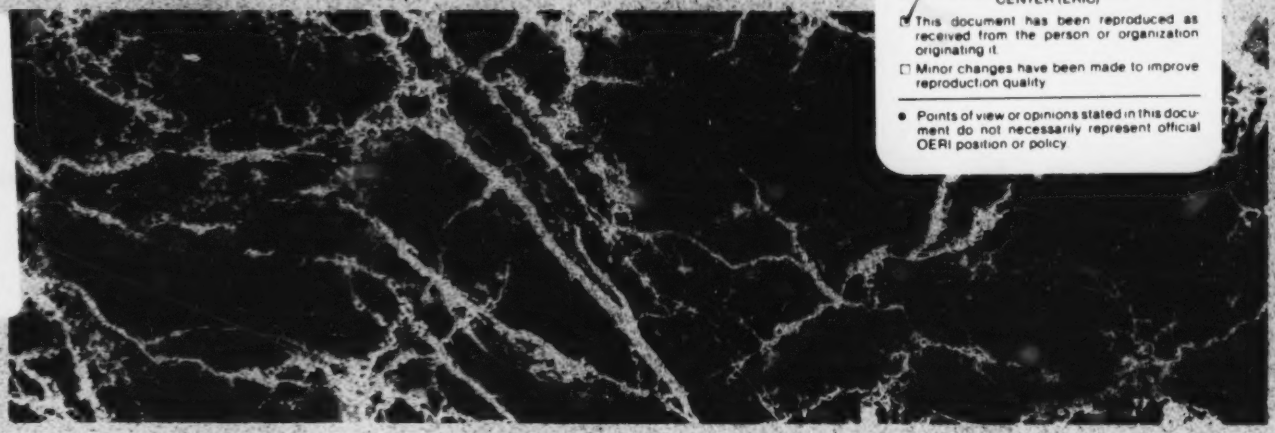
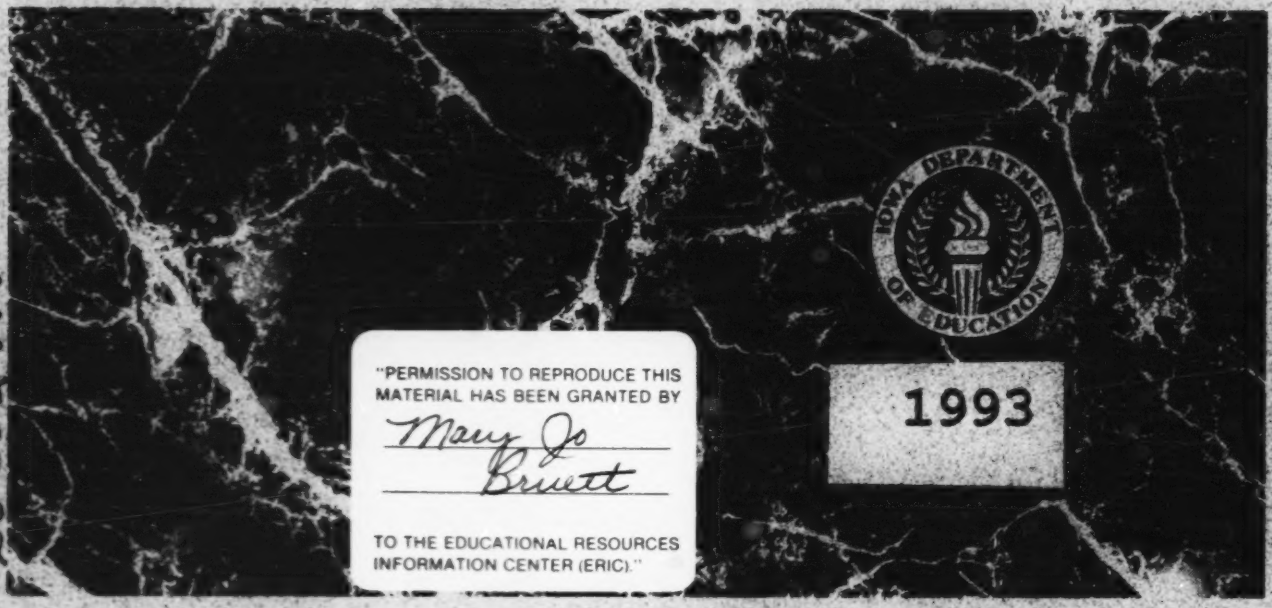


Iowa Statewide Follow-up Study

Adult Adjustment of Individuals with Learning Disabilities
Three vs. One Year Out of School



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Iowa Statewide Follow-up Study: Adult Adjustment of Individuals with Learning Disabilities Three vs. One Year Out of School

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Preface

This monograph is one product of the Iowa Statewide Follow-up Study. Monographs have been developed, or are currently being completed, on the other major disability groups. An Action Group of the Iowa Statewide Follow-up Study Task Force also has been formed to draft specific programming recommendations based upon the data collected.

The follow-up study is a five-year project funded by the Iowa Department of Education, Bureau of Special Education, using EHA Part B discretionary funds. The purpose of this project is to determine the adult adjustment of special education graduates and dropouts (of all disabilities and program models) throughout the state of Iowa. The Iowa Statewide Follow-up Study is a joint effort of the Bureau of Special Education, Iowa Department of Education; the 15 Area Education Agencies in Iowa; Des Moines Public Schools; Iowa Braille and Sight Saving School; and the Division of Special Education, University of Iowa.

We gratefully acknowledge Merry Maitre, who originated the Iowa Statewide Follow-up Study; Dr. Timothy Z. Keith, who helped refine the data gathering procedures; Valerie Cool and Linda Cooper, who served as research associates for the project; and the Special Education Directors, Task Force members, and interviewers, who made the project a success. We also thank the individuals with disabilities who generously shared their stories and experiences with us.

For more information on the Iowa Statewide Follow-up Study, contact:

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Abstract

This study investigated the adult adjustment of randomly selected students with learning disabilities in the Classes of 1984 and 1985 one and three years after they exited high school. Four hundred twenty-two (90% of those selected) from the Class of 1984 were interviewed one year out of high school; 271 from this same class were interviewed three years out of school. Five hundred seventeen students (82% of those selected) from the Class of 1985 were interviewed one year out of high school; 513 were interviewed again three years out of high school. Results are reported in terms of: (a) general status information, such as marital status, living arrangements; (b) information about those employed (wages earned, hours worked per week, fringe benefits received); (c) "successful" adult adjustment relative to criteria presented in this monograph; and (d) a comparison across graduating classes and between Years 1 and 3. Data are presented for the total group, by gender, by program model, and by graduation status.

Iowa Statewide Follow-up Study:

Adult Adjustment of Persons with Learning Disabilities

Three vs. One Year Out of School

The adult adjustment of individuals with mild disabilities has been examined through a number of studies (Clark, Hayden, & Lezzer, 1987; Edgar, 1987; Halpern, 1990; Halpern & Benz, 1987; Hasazi, Gordon, & Roe, 1985; Mithaug, Horiuchi, & Fanning, 1985; Sitlington, Frank, & Carson, 1993).

Some studies have focused exclusively on the adult adjustment of individuals labeled learning disabled (LD) while in school. For example, Humes and Brammer (1985) conducted a follow-up study of 29 individuals with LD in Virginia. Approximately 90% were either employed or in training programs. Of those employed, most were in unskilled or semiskilled jobs on an entry level. Schalock, Wolzen, Ross, Elliott, Werbel, and Peterson (1986) studied the post-secondary community placement of 65 youths with LD who had been graduated from high school between 1979 and 1983. The researchers found 72% were employed (typically less than full time), and an additional 8% were attending technical schools or colleges. Only one fourth of the respondents were living independently, yet the majority (71%) said the primary source of their income was personal. White, Schumaker, Warner, Alley, and Deshler (1980) examined the status of 47 individuals labeled LD who had been out of school from one to seven years. These persons held jobs at approximately the same rate as their peers, but their jobs carried less social status and the individuals with LD were less satisfied with their employment than were their non-disabled peers.

In a summary of findings of follow-up studies concerning the adult adjustment of persons labeled LD while in high school, Okolo and Sitlington (1988) pointed out that, despite methodological concerns about these studies, some consistent results were found. The individuals studied appeared to be employed at approximately the same rate as non-disabled peers. However, their employment was often part time and at entry level or minimum wage. Moreover, these individuals frequently received little vocational counseling in high school.

Two recent studies support these findings. Sitlington and Frank (1990) surveyed a statewide random sample of 911 individuals labeled LD who had been out of school one year. They found that almost all graduates were single and living with parents, with 77% employed full or part time. An additional 9% were full-time homemakers, students, or in job training. Of those employed, 68% were in jobs at the laborer or service worker level and 70% were working full time. The average wage per hour was $4.39, with females faring much worse than males on all employment variables. Results from the National Longitudinal Transition Study of Special Education Students (Valdés, Williamson, & Wagner, 1990) indicated that 19% of individual with LD out of school 1-2 years were competitively employed part time and 38% were competitively employed on a full-time basis. Thirty-seven percent were unemployed. The average hourly wage was $4.60. When data were gathered on these individuals three to five

years out of school, 14% were competitively employed part time and 57% were employed full time (Wagner, D'Amico, Marder, Newman, Blackorby, 1992).

Results of studies related to individuals with mild disabilities (which included individuals with LD) are mixed relative to the effect of gender on adult adjustment. Hasazi, Johnson, Hasazi, Gordon, and Hull (1989) found that males worked more hours per week and earned higher hourly wages than females. Roessler, Brolin, and Johnson (1990) reported that gender was not related to percent of time employed; wage data were not reported by gender. Kranstover, Thurlow, and Bruininks (1989) found no gender differences in hours worked per week, but did find that males earned more per hour than females.

Two studies have compared the adult adjustment of graduates vs. dropouts with LD. Zigmond and Thornton (1985) reported significantly higher dropout rates and significantly lower basic skills competency levels among youths with LD when compared to a control group of non-LD same-age peers. Both LD and non-disabled high school dropouts were employed at the time of follow-up at a significantly lower rate (46%) than their graduating peers (80%). Dropouts with vs. without LD were employed at approximately the same rate (44% and 50%, respectively). deBettencourt, Zigmond, and Thornton (1989) interviewed three school-year cohorts who were enrolled as ninth graders in rural LD programs and had been out of school a minimum of 18 months. They also included a randomly-selected control sample of non-disabled students from these classes. Individuals were considered employed if they were working at least 10 hours per week. Eighty percent of the graduates with LD were employed, compared to 89% of the dropouts. Of those from the non-disabled sample, 74% of the graduates were employed compared to 67% of the dropouts.

Most of the previously cited studies, however, report information on the adjustment of individuals with disabilities who have been out of school for one year or for varying amounts of time. In some cases the amount of time between exiting high school and obtaining the follow-up data wasn't explicitly stated. The present study was a subcomponent of the Iowa Statewide Follow-up Study, which was a five-year project designed to survey a random sample of special education graduates and dropouts (of all disabilities and program models) throughout the state of Iowa. This subcomponent was designed to investigate the adult adjustment of graduates and dropouts with learning disabilities who have been out of school for three years. The adult adjustment of these individuals three years out of school is compared to their status one year after graduation of their class. Variables addressed in this study include: (a) general adult status (e.g., marital status, place of residence, leisure activities); (b) employment variables (e.g., percent employed, location of jobs, classification of jobs, wages); and (c) successful adult adjustment (composites created by combining several variables). Results are reported for the total group, by gender, by program model, and by graduation status.

METHOD

Participants

The primary focus for this investigation was the Class of 1985 (referred to in this report as Group 2) , surveyed one year (designated G2Y1) and again three years (designated G2Y3) after that class was graduated . A replication sample (referred to in this report as Group 1) was the Class of 1984, also surveyed one year (designated G1Y1) and again three years (designated G1Y3) after that class was graduated . Each of the 15 Area Education Agencies (AEAs) (12 AEAs

participated in G1Y1) in the state of Iowa prepared a list of special education students (all exceptionalities) who were graduated from, or "aged out" of, high school at the end of each target year. Similar lists were prepared of dropouts from special education programs who would have graduated with the corresponding classes. For each AEA, 50% of the students on each list were randomly selected for inclusion in the sample each target year. At Year 3 for each group, interviewers sought to survey the entire 50% random sample of graduates and dropouts selected at Year 1, with the exception of G1Y3, where half of the random sample were sought for interviews due to time constraints in conducting the interviews.

The method of participant interview is described in Table 1. The numbers of LD graduates and dropouts from each group selected and interviewed are presented in Table 2. The participant overlap in Group 2 interviewed in both follow-up years was considerable; 88% of the 513 participants in G2Y3 were among the 517 persons interviewed in G2Y1 (61% of the 271 participants in G1Y3 were among the 438 persons interviewed in G1Y1). Of those LD persons not interviewed in G2Y3, 11% refused the interview, 43% had moved out of town, 4% were in the military, 2% were deceased, none was in jail, and no reasons were given for the remaining subjects. Reasons given for no interview with G2Y1 persons were as follows: 19% refused the interview, 26% had moved out of town, 1% were in the military, 1% were in jail, 1% were deceased, and no reasons were given for the remaining participants.

School records of individuals in

TABLE 1

METHOD OF INTERVIEW

Method of Interview	Group Interviewed by Year*		
	G2Y1	G1Y3	G2Y3
With student			
Face-to-face	49%	46%	36%
By telephone	27%	30%	34%
With parent or guardian			
Face-to-face	12%	10%	8%
By telephone	13%	15%	22%

* Data were not available for G1Y1.

TABLE 2

NUMBERS OF PERSONS RANDOMLY SELECTED AND INTERVIEWED

Graduates

Group	Randomly Selected	Interviewed
G1Y1	405	367(91%)
G1Y3	316	244(77%)
G2Y1	541	451(83%)
G2Y3	544	460(85%)

Dropouts

Group	Randomly Selected	Interviewed
G1Y1	66	55(83%)
G1Y3	40	27(68%)
G2Y1	86	66(77%)
G2Y3	78	53(68%)

Groups 1 and 2 were examined to obtain relevant information, including each student's primary disability label and program model at the time of exit from school. All individuals in Groups 1 and 2 met the following criteria:

1. Had been diagnosed as learning disabled according to the regulations of the state of Iowa.
2. Had been participating in a program for students with learning disabilities at the time they exited high school.

Relevant high school data for the participants in Group 2 are presented in Table 3. The data show that the participants in G2Y3 and G2Y1 were very similar on all variables included in Table 3. Table 4 provides information for dropouts concerning when they left school and why. The term program model as used in this monograph is used synonymously with type of special education model attended by individuals while in high school. Students attended the model designated resource teaching programs (RTP) for a minimal average of thirty minutes per day; these students attended regular classes for the remainder of each school day. In the special class with integration model (SCIN), students attended special classes for the majority of the school day, while participating in the general education curriculum in one or more academic subjects. Students in special classes with little integration (SCIN-L) were integrated into regular classes for limited participation. Students in self-contained special classes (SSC) received all of their instruction from a special education teacher. Data are reported here for persons who attended RTP and SCIN programs while in high school. The number of students attending other types of programs was too small to be reported.

TABLE 3

SELECTED CHARACTERISTICS OF GROUP 2 PRIOR TO EXITING HIGH SCHOOL

Variable	Total Group	Subgroups					
		Males	Females	RTP	SCIN	Graduates	Dropouts
				G2Y1			
Gender	(n = 515)	-	-	(n = 410)	(n = 95)	(n = 449)	(n = 66)
% Male	75	-	-	72	84	75	70
% Female	25	-	-	28	16	25	30
Full Scale IQ	(n = 504)	(n = 374)	(n = 129)	(n = 400)	(n = 94)	(n = 440)	(n = 64)
M	95	95	92	95	92	95	93
SD	9.4	9.3	9.0	9.2	9.3	9.5	7.9
Academic Achievement[a]							
Math	(n = 497)	(n = 369)	(n = 127)	(n = 394)	(n = 93)	(n = 434)	(n = 63)
M	7.4	7.5	7.0	7.5	6.7	7.4	7.0
SD	2.3	2.4	2.1	2.4	2.1	2.4	2.2
Reading	(n = 509)	(n = 379)	(n = 129)	(n = 405)	(n = 95)	(n = 444)	(n = 65)
M	6.6	6.7	6.6	6.9	5.8	6.7	6.4
SD	2.3	2.4	2.2	2.3	2.2	2.3	2.3
				G2Y3			
Gender	(n = 513)	-	-	(n = 413)	(n = 87)	(n = 460)	(n = 53)
% Male	77	-	-	74	86	77	70
% Female	23	-	-	26	14	23	30
Full Scale IQ	(n = 495)	(n = 378)	(n = 117)	(n = 398)	(n = 85)	(n = 442)	(n = 53)
M	95	95	92	95	93	95	93
SD	9.3	9.4	8.5	9.3	9.2	9.4	8.3
Academic Achievement[a]							
Math	(n = 493)	(n = 376)	(n = 117)	(n = 394)	(n = 86)	(n = 443)	(n = 50)
M	7.4	7.5	6.9	7.5	6.7	7.4	6.9
SD	2.3	2.4	1.9	2.4	2.0	2.3	2.2
Reading	(n = 503)	(n = 385)	(n = 118)	(n = 403)	(n = 87)	(n = 452)	(n = 51)
M	6.6	6.6	6.5	6.8	5.9	6.6	6.6
SD	2.3	2.4	2.1	2.3	2.3	2.3	2.5

Note. RTP = Resource Teaching Program, SCIN = Special Class with Integration.

[a]Grade equivalent scores.

TABLE 4

TIME AND REASONS DROPOUTS LEFT HIGH SCHOOL

Variable	Group by Year	
	G1Y1	G2Y1
Mean Age When Dropped	17.5	17.8
Mean Highest Grade Completed	10.2	10.6
Reason Dropped (in Percent)*		
School recommendation	7	5
Parents wanted me to drop	2	0
Needed to work	9	5
Personal problems	27	18
I wanted to	47	30
Not specified	40	52

* Numbers may sum to more than 100% because more than one reason was given.

Instrumentation

The survey instrument used in this study was developed by project staff in conjunction with a task force of representatives of the 15 AEAs in the state of Iowa, the largest public school district in the state, and the state schools and correctional facilities. This task force identified the content areas to be covered in the interview form, based on previous follow-up studies conducted in other states and on other categories of information task force members felt would be useful in making programming decisions in their AEAs.

The survey instrument was designed to provide the following types of information: background information about students (e.g., test scores from high school, disability label, instructional program model); information pertaining to their high school programs (e.g., number of regular and special vocational education courses taken, extracurricular activities); evaluations of their school experiences (e.g., "Did your school experiences help you to keep a job?"); information about current life circumstances (e.g., marital status, living arrangements, leisure activities); and information on current employment (e.g., location of current job, salary, hours worked per week).

Procedure

Interviews were conducted by

professionals such as work experience coordinators, consultants, school psychologists, and teachers from each student's school district or AEA. These paid interviewers were trained and supervised by the Task Force member from their respective AEA. In addition, an in-depth interviewer handbook and sample interview forms were developed by project staff, and interviewers also participated in one or several one-hour training sessions on using these documents to insure consistency across interviewers. The project director was also on call to answer any general or specific questions arising from actual interviews.

All survey forms were first returned to the task force member for an initial content and completion check. Next, the forms were submitted to the Iowa Department of Education for a second content and completion check and for removal of any identifying information other than each student's ID number. All survey forms then were forwarded to The University of Iowa for a final content check, coding, computer entry and analysis. Data analyses were completed using routines described in *SPSS-X User's Guide* (1986).

RESULTS

The results of this study are reported in four parts: total group, by gender, by program model (RTP and SCIN), and by graduation status (graduates and dropouts). Data reporting focuses on Group 2 three years (G2Y3) after graduation of the Class of 1985. **Year 3 data (G2Y3) are compared to Year 1 data (G2Y1) in this monograph for individual variables only when a difference ≥ 15% was found (the authors viewed a difference ≥15% as a change worth noting, although the choice of ≥15% was somewhat arbitrary).** Thus, if no Year 1 data are reported, it can be inferred that a substantial change did not occur from Years 1 to 3. Graphs are presented in the Results section for all variables for which a difference ≥15% was found between G2Y3 and G2Y1, and include Years 1 and 3 data for Group 1 as well. Additional information about comparisons between Groups 1 and 2 are included at the end of each part of the Results section.

Total Group

General Status

Marital Status/Living Arrangements

Seventy-five percent of the G2Y3 persons said they were single and 23% reported being married. The remaining individuals were either divorced or classified as "other" in terms of their marital status. A substantial increase was observed in those individuals classified as married between Years 1 and 3 (from 8% to 23%), and a corresponding decrease was seen among those individuals who were single (from 91% to 75%) (see Figure 1). Almost half of the G2Y3 respondents (49%) were living independently, and 40% were living with a relative. Only a small proportion of persons were living in supervised apartments or in residential centers (e.g., an institution, mental health, or correctional facility). Substantially more G2Y3 than G2Y1 individuals were living independently (from 27% to 49%), and fewer G2Y3 than G2Y1 persons were living with relatives (from 64% to 40%) (see Figure 2).

Fig. 1. MARITAL STATUS

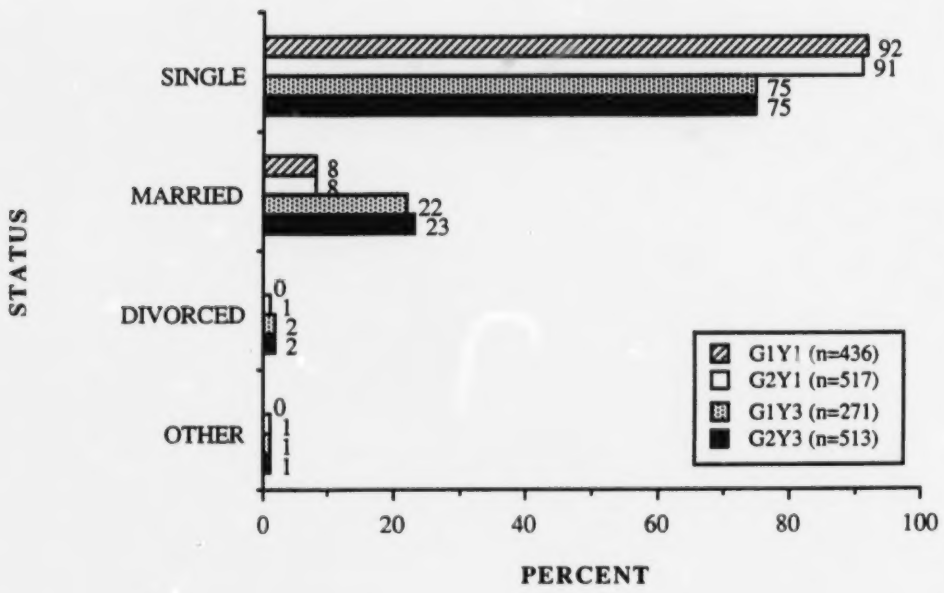
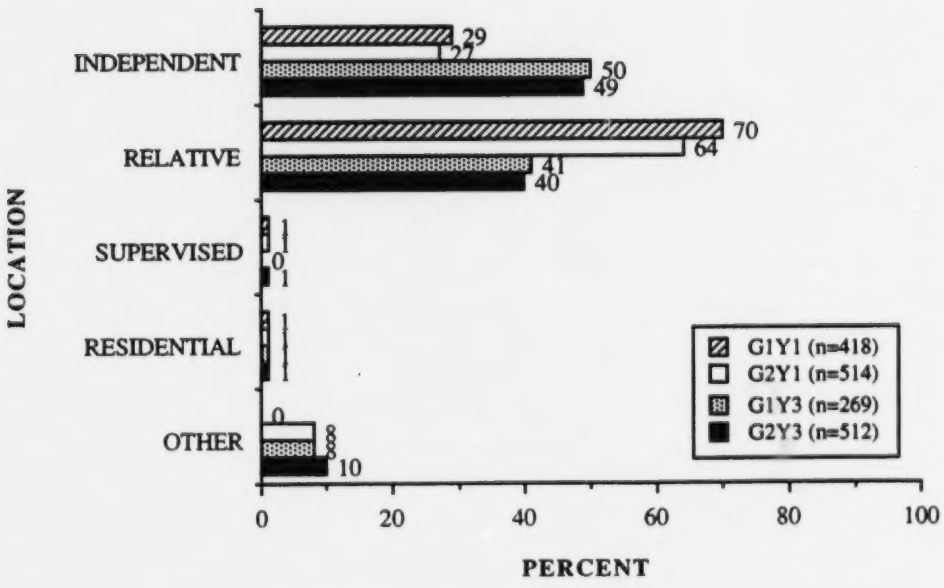


Fig. 2 LIVING ARRANGEMENTS



Financial Status

A portion of the interview was spent exploring the financial status of respondents. Slightly over half (53%) of the G2Y3 indicated they paid all their living expenses. Thirteen percent reported they paid none of their living expenses. The proportion of G2Y3 persons who were paying all of their living expenses was double the proportion of G2Y1 who were paying all their living expenses (53% vs. 26%) (see Figure 3). Likewise, the percentage of G2Y3 persons who were paying none of their living expenses was about half that of G2Y1 individuals (13% vs. 30%).

Respondents also were asked about sources of financial assistance. Seventy percent of the G2Y3 persons said they received no financial assistance from other individuals or agencies. Substantially fewer (40%) G2Y1 persons indicated they received no financial assistance (see Figure 4). Approximately one-fourth (21%) of the respondents identified parents as a source of financial assistance, down from the 49% of G2Y1 persons who were getting support from parents.

Postsecondary Training

About one-half (46%) of the G2Y3 respondents had not participated in any postsecondary education or training program since leaving high school. Of those who had, the most frequently mentioned programs were offered by community colleges (27%), followed by the military (10%), private programs (9%), and four-year colleges (4%).

Leisure Activities

Approximately two-thirds (62%) of the G2Y3 respondents said they participated in from 1-3 leisure activities. An additional 17% were involved in 4-6 free-time activities, and 10% participated

Fig. 3 PROPORTION OF EXPENSES PERSONS PAY

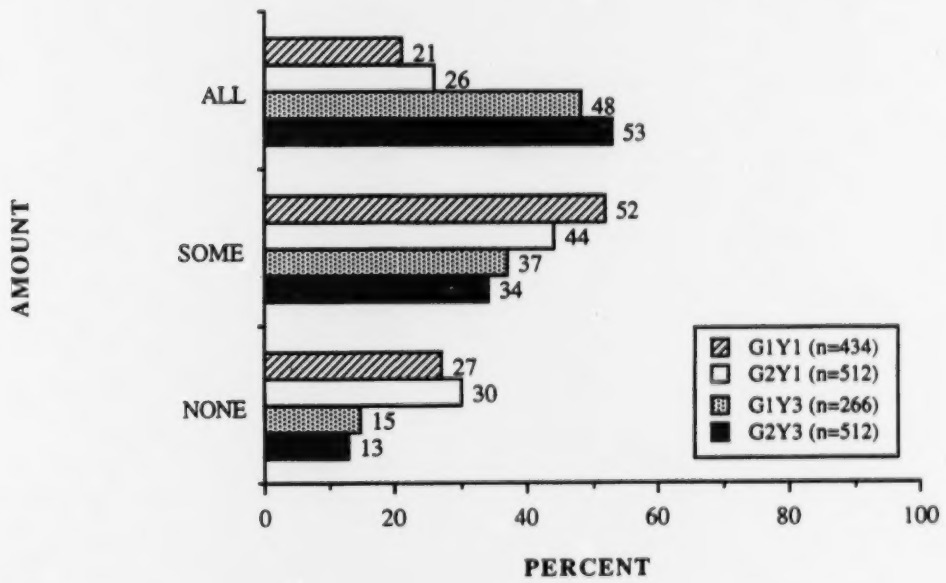
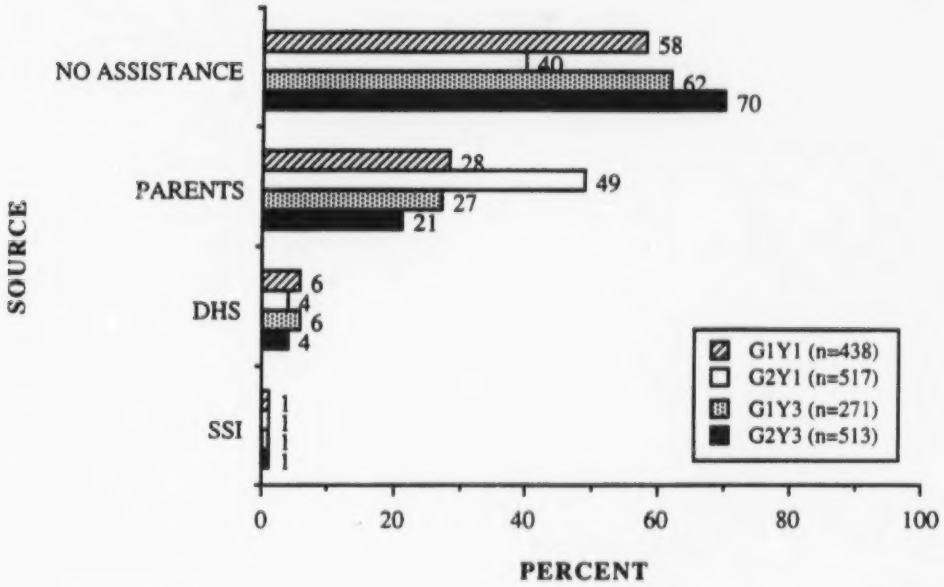


Fig. 4 SOURCES OF FINANCIAL ASSISTANCE



in more that 6 leisure activities. The remaining 11% reported that they did not participate in any leisure activities.

Information on Employment

A large majority of the G2Y3 respondents (83%) were employed at the time of the Year 3 interview. Among the employed persons, 99% worked in competitive jobs, whereas 1% worked in sheltered workshops. Five percent were otherwise engaged (i.e., were homemakers, students, or in job training programs). Twelve percent were unemployed. The majority of interviewees (53%) said they had contacted Job Service of Iowa concerning employment opportunities, and 17% had contacted JTPA agencies about work. An additional 9% said they had talked to a Vocational Rehabilitation office about getting work, and only 1% had communicated with a sheltered workshop about employment. When the employed respondents were asked about who helped them actually obtain their current job, 49% reported they found it by themselves, and another 38% said they had help from family or friends. Only a small proportion received help from school or community agencies (3% and 5%, respectively).

Approximately one-third (31%) of the employed G2Y3 respondents held jobs as laborers. An additional 17% were service workers, a substantial decline from G2Y1 when 32% held jobs as service workers (see Figure 5). Eighteen percent of the employed G2Y3 individuals were employed as operatives, 5% as clerical workers, and 18% as craftsmen. The remaining persons (18%) were in other types of jobs. Most employed G2Y3 persons (83%) worked full time, a substantial increase over Year 1, when 68% of the employed persons worked full time (see Figure 6). Twelve percent of the workers were employed between 21-37 hours per week, and 2% worked

Fig. 5 CURRENT JOB CLASSIFICATION

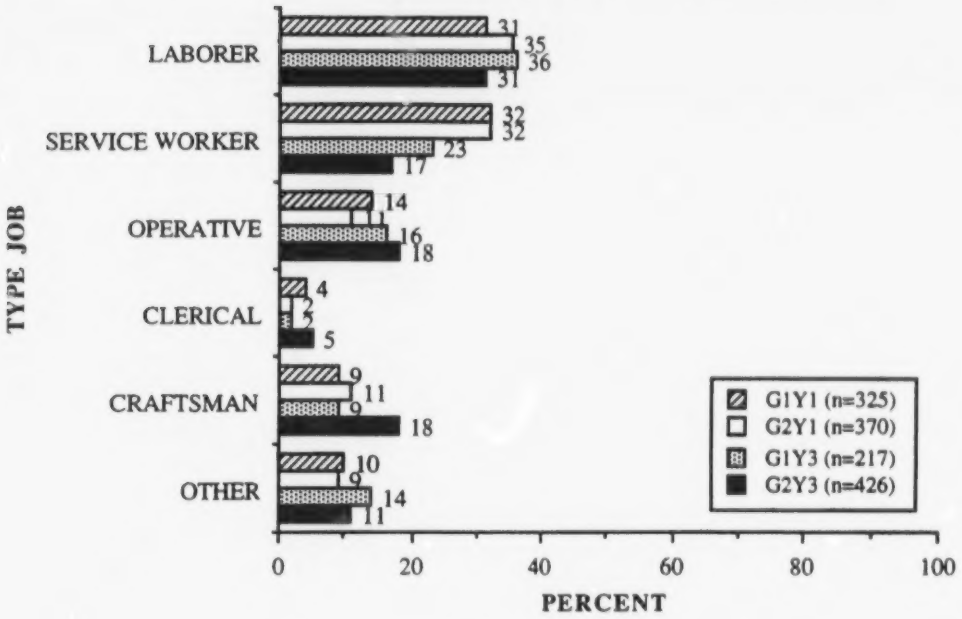
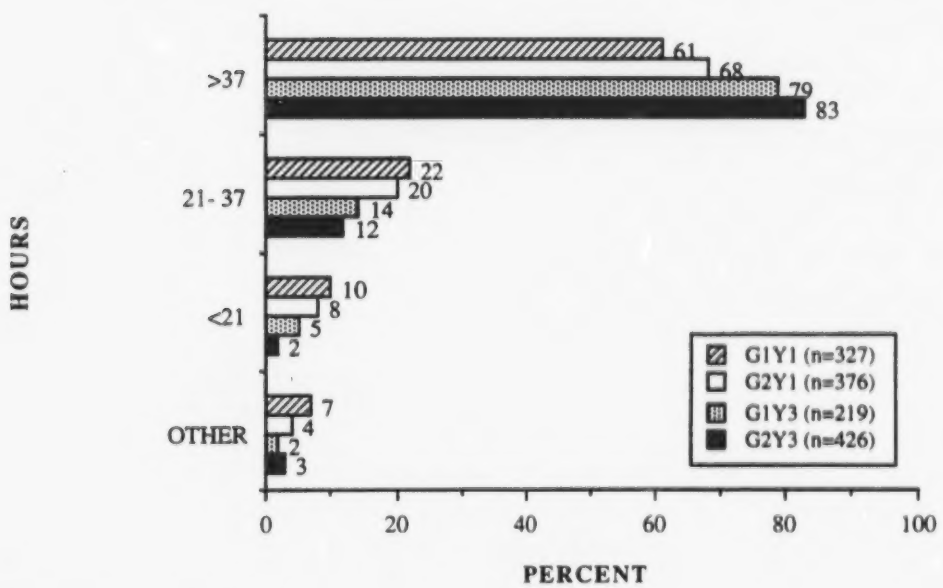


Fig. 6 NUMBER OF HOURS WORKED PER WEEK



less than 21 hours per week. The remaining 3% worked irregular hours or seasonally. Almost one third (29%) of the G2Y3 respondents had worked at their present job for more than two years; the same percentage had worked at their present job for less than six months. Both percentages were substantial changes from Year 1, when 8% of the individuals had worked at their job for more than two years, and 45% had worked at their job for less than six months (Figure 7).

The average wage per hour for G2Y3 persons was $5.56 (see Figure 8). This wage was $1.15 per hour higher than the mean wage for G2Y1 individuals. Approximately one-half of these workers received health insurance (51%) and vacation time (50%) as a job benefit. Thirty percent reported getting sick leave from their employer. The proportions of workers receiving health insurance and vacation time represented substantial increases over Year 1, where 29% of the workers received these benefits (see Figure 9).

Perceptions of High School

Eighty-six percent of the G2Y3 respondents perceived their high school program as being helpful or very helpful in teaching them to deal with personal problems. Almost all individuals (90%) viewed their high school program as helpful or very helpful in teaching them practical reading skills; 75% reported they believed their high school program was helpful or very helpful in teaching them practical math skills.

About three-fourths (76%) of the respondents said their high school program was helpful or very helpful in teaching them to find and keep a job. When asked how they perceived their school's assistance in preparing them for their present job, 61% of the employed individuals said their school was helpful or very helpful.

Fig. 7 LENGTH OF TIME IN CURRENT JOB

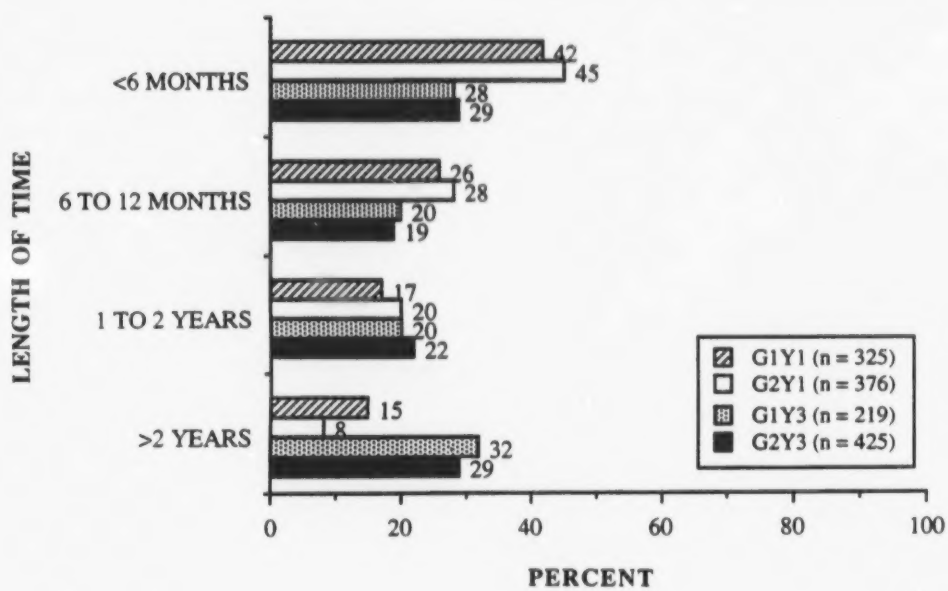


Fig. 8 WAGES EARNED FROM CURRENT JOB

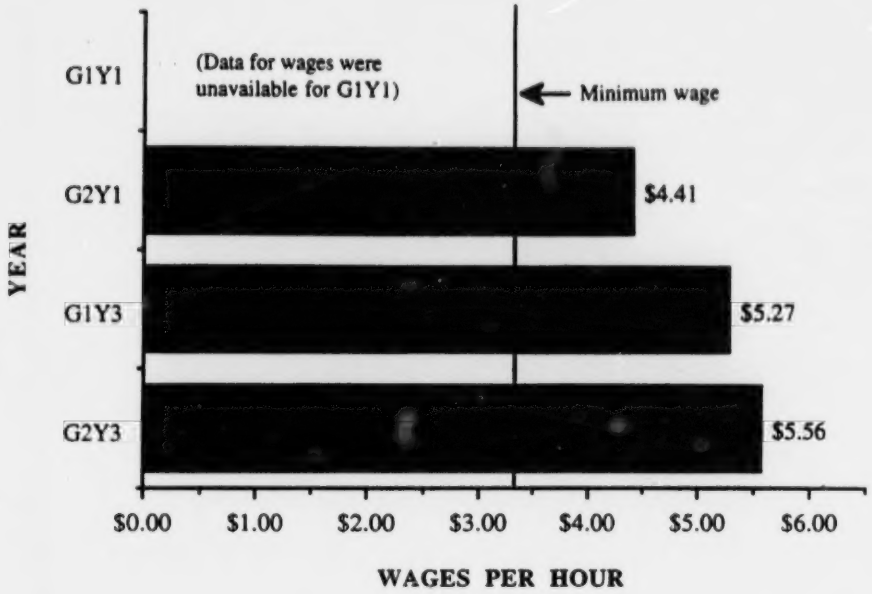
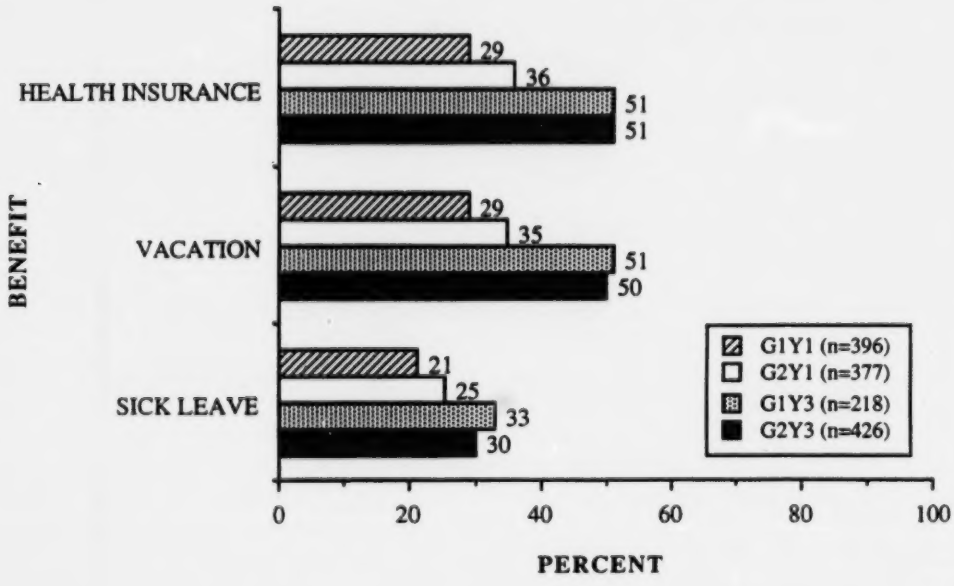


Fig. 9 JOB BENEFITS RECEIVED



Successful Persons

Composites made up of selected variables were constructed as indices for "success" at one and three years following graduation. For each year, two different levels (high and low) of indices of successful adult adjustment were used. Employed persons who did not report their wages were excluded this these calculations.

One year after graduation of the Class of 1985 (G2Y1), the composite delineating a high level of success was composed of the following components: (a) employment at a job within the community, including either a competitive job or a job in the community where the individual was supervised by the staff from a sheltered workshop; (b) living arrangements where the individual was either buying a home, living independently, or living with a friend; (c) paying some or all of their living expenses; and (d) involved in more than three leisure activities. The high success criteria resulted in 8% (n=36) of the G2Y1 respondents being viewed as having successfully adjusted to adult life.

The composite delineating a low level of success one year after high school graduation was composed of the following components: (a) employment at a job within the community, including either a competitive job or a job in the community where the individual was supervised by the staff from a sheltered workshop; (b) living arrangements where the individual was either buying a home, living independently, living with a friend, living in a supervised apartment, or living in a group home; (c) not necessarily paying part of their living expenses; and (d) involved in at least one leisure activity. The low success criteria resulted in an additional 20% (n=85) of the G2Y1 individuals being viewed as having successfully adjusted to adult life.

Three years after graduation of the Class of 1985 (G2Y3), the composite delineating a high level of success was composed of the following components: (a) employment at a job within the community, including either a competitive job or a job in the community where the individual was supervised by the staff from a sheltered workshop, full-time (>37 hours per week) and earning at least minimum wage ($3.35 per hour); (b) living arrangements where the individual was either buying a home, living independently, or living with a friend; (c) paying for more than half of their living expenses, and (d) involved in more than three leisure activities. Of the total group, 11% (n=49) met the requirements to be considered as successful adults at the time of the G2Y3 interview.

At G2Y3, the composite delineating a low level of success was composed of the following components: (a) employment at a job within the community, including either a competitive job or a job in the community where the individual was supervised by the staff from a sheltered workshop, at least half-time (>20 hours per week) and earning at least minimum wage ($3.35 per hour); (b) living arrangements where the individual was either buying a home, living independently, living with a friend, living in a supervised apartment, or living in a group home; (c) paying at least some of their living expenses; and (d) involved in at least one leisure activity. Approximately 27% of the total group, an additional 121 individuals, were perceived as successful adults at the time of the G2Y3 interview using this lower set of criteria.

Comparison of Groups 1 and 2

This section presents information on the items where differences were found to be ≥15% between the two groups at either the first interview (i.e., between G1Y1 and G2Y1) or the third-year interview (i.e., between G1Y3 and G2Y3); or the change from the first year interview to the third year interview was

substantial for one group but not the other.

Differences between Groups for the Same Year

Substantially more G1Y1 than G2Y1 persons reported they received no financial assistance from relative or agencies. Conversely, substantially fewer G1Y1 than G2Y1 individuals said they received financial help from their parents. Concerning sources of help in finding employment, substantially more G1Y1 than G2Y1 persons said they received help from family or friends.

Differences between Groups in Changes from Years 1 to 3.

For Group 1, the following substantial changes occurred between Years 1 and 3: a decrease in the proportion of persons who were paying some of their living expenses, and had received help from family or friends in finding their present job.

For Group 2, the following substantial changes occurred between Years 1 and 3: a decrease in the proportion of persons who were paying none of their living expenses, were receiving financial assistance from parents, were employed as service workers, and were working at the same job for less than six months; and an increase in the proportion of persons who were married, and were receiving no financial assistance.

Conclusions regarding Comparison.

Fifteen variables and 59 categories within variables were involved in this investigation (e.g., Living Expenses, a variable, breaks down into 3 categories, All, Some, and None). For the total group, differences in comparisons were found for 14% of the categories. Differences in the proportions of successful G2Y3 vs. G1Y3 individuals were 5% in favor of G1Y3 when the low criteria were applied, and 5% in favor of G2Y3 when the high criteria were applied.

By Gender

Results in this part of the monograph are presented by gender. Section 1 contains data obtained from males; the second sections presents data for females.

Males

General Status

Marital Status/Living Arrangements. Eighty percent of the G2Y3 males were single, while 18% were married. Substantially more (95%) of the male respondents reported they were single at the G2Y1 interview (see Figure 10). Approximately one-half (45%) of the males said they were living independently three years after leaving high school, and about the same proportion (44%) reported they lived with relatives. These were substantial changes from Year 1, when 23% of the G2Y1 males said they lived independently and 67% said they lived with relatives (see Figure 11).

Financial Status. Slightly over one-half (54%) of the males indicated they were paying all of their living expenses, a substantial increase over the G2Y1 group, where 26% of the respondents were paying all of their living expenses. (see Figure 12) A corresponding substantial decrease, from 30% to 11%, was observed among G2Y3 individuals who said they were paying none of their living expenses. Approximately three-fourths (72%) of the male respondents reported receiving no financial assistance from other sources. This was a substantial increase from Year 1, when 41% of the G2Y1 persons said they received no financial assistance (see Figure 13). A substantial drop was seen in the proportion of G2Y3 males who received finan-

Fig. 10 MARITAL STATUS - MALES

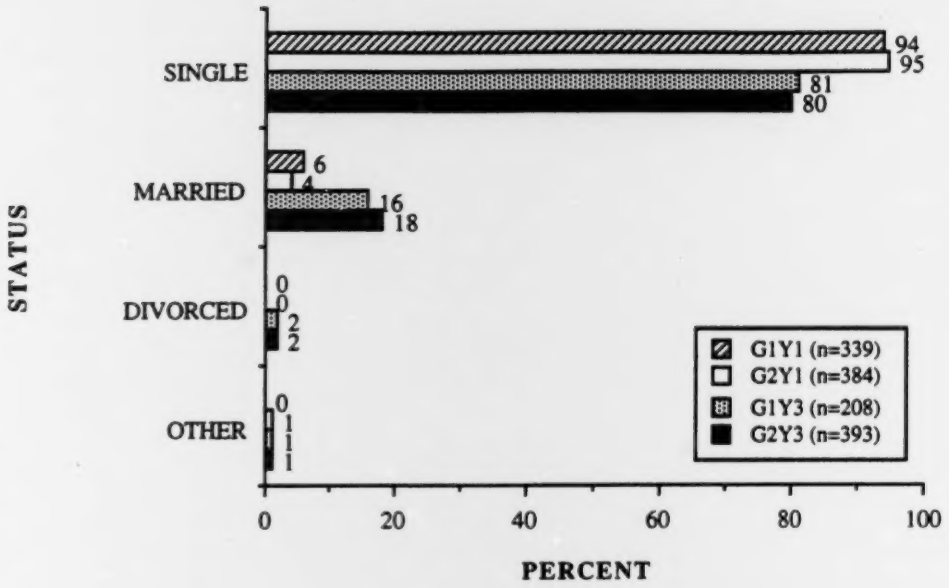


Fig. 11 LIVING ARRANGEMENTS - MALES

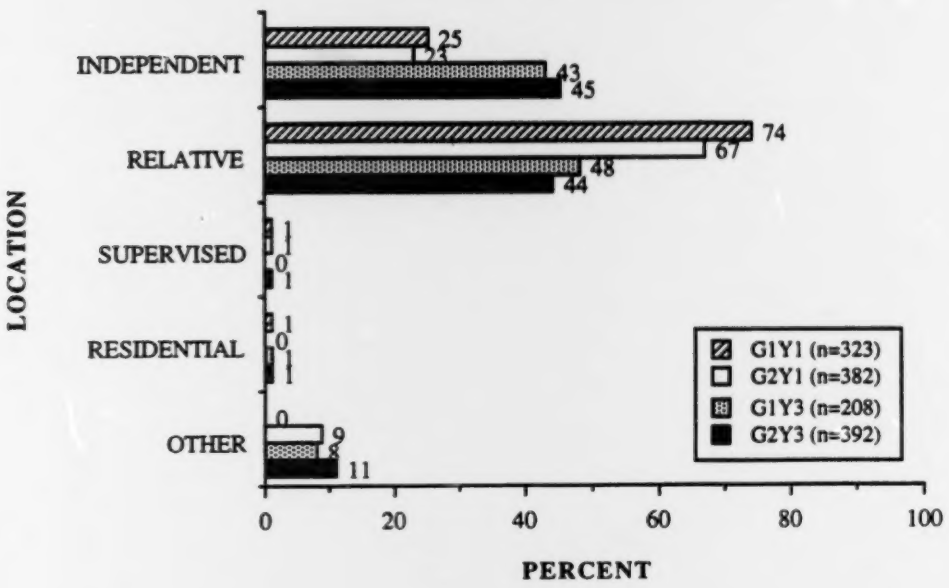


Fig. 12 PROPORTION OF EXPENSES MALES PAY

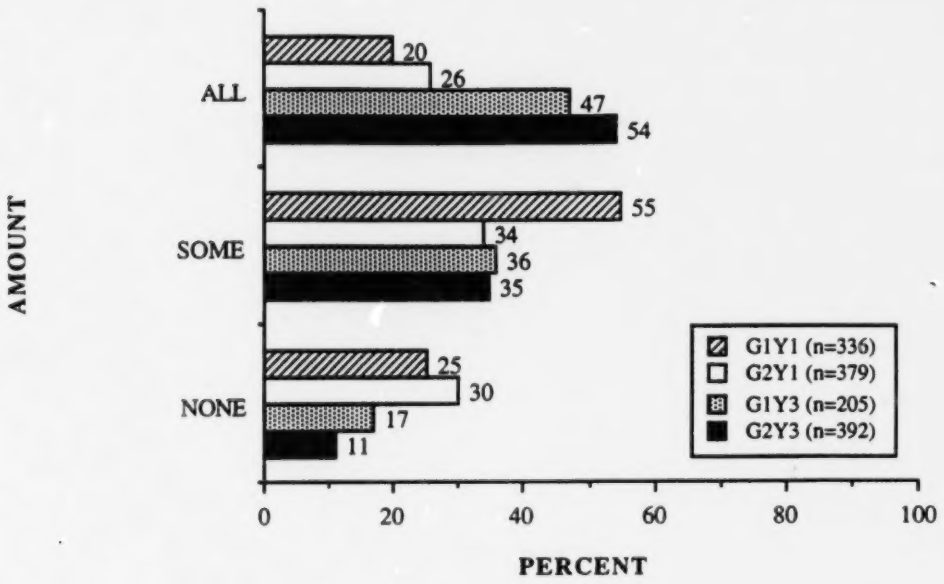
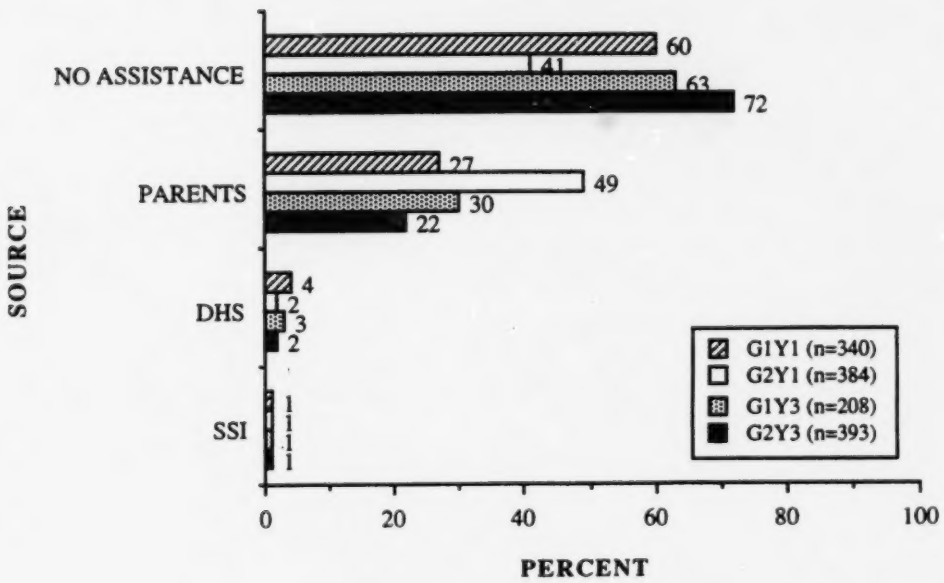


Fig. 13 SOURCES OF FINANCIAL ASSISTANCE FOR MALES



cial assistance from parents (from 49% to 22%).

Postsecondary Training. Almost one-half (47%) of the males said they had not participated in any postsecondary education or training program since leaving high school. Among those who had participated in such programs, the most frequently named program was in a community college (26%). Twelve percent were in the military, and less than 10% had attended a four-year college or participated in a private training program.

Leisure Activities. The majority (62%) of respondents were involved in from 1-3 leisure activities, and an additional 27% participated in more than 3 leisure activities. A smaller proportion, 11%, reported being involved in no such activities.

Information on Employment

Eighty-nine percent of the respondents were employed, all of whom worked in competitive employment. Two percent were otherwise engaged (i.e., homemakers, students, or in job training programs). The remaining 9% were unemployed. When asked which agencies they had talked to about employment opportunities, males most frequently named Job Service of Iowa (50%), followed by JTPA agencies (17%). Only 10% had contacted a Vocational Rehabilitation office concerning employment. Respondents also were asked about who helped them obtain their current job; about one-half (46%) indicated they found it on their own. An additional 41% said family or friends helped them. The remaining individuals named the school, a community agency, or "other" as the source of help in getting their current job.

About one-third (36%) of the males held jobs as laborers; another 12% were service workers. Approximately one-fourth of the respondents indicated they were operatives (20%) or craftsmen (21%), and 2% were clerical workers. The remaining persons were employed in higher status occupations.

Most males (87%) were employed full time, and 9% worked between 21-37 hours per week. The remaining individuals (2%) worked less than one-half time, or seasonally (2%). One-third (33%) of the respondents had been employed at their present job for over two years, a substantial increase over G2Y1, when only 9% of the males had been employed for this length of time (see Figure 14). An additional 21% of the males had been working at the same job from one to 2 years. The remaining 46% had been worked at their present job for one year or less.

The average wage per hour among employed G2Y3 males was $5.81, an increase of $1.16 per hour over G2Y1 males (see Figure 15). Approximately one-half (54%) reported receiving health insurance from their employer, a substantial increase over Year 1, when 38% of the G2Y2 males said they received health insurance as a job benefit (see Figure 16). In addition, about one-half (49%) indicated they received vacation time from their employer. Twenty-nine percent said they were given sick leave by their employer.

Perceptions of High School

During the interview, males were asked about their perceptions of their high school program. Most reported positive perceptions: 86% said they perceived their program as helpful or very helpful in teaching them to deal with their personal programs, 90% said their program was helpful or very helpful in teaching them practical reading skills, and 76% indicated they had learned practical math skills at school. When asked about their perceptions of the vocational aspects of their high school program, males were less positive: 76% said their program

Fig. 14 LENGTH OF TIME IN CURRENT JOB FOR MALES

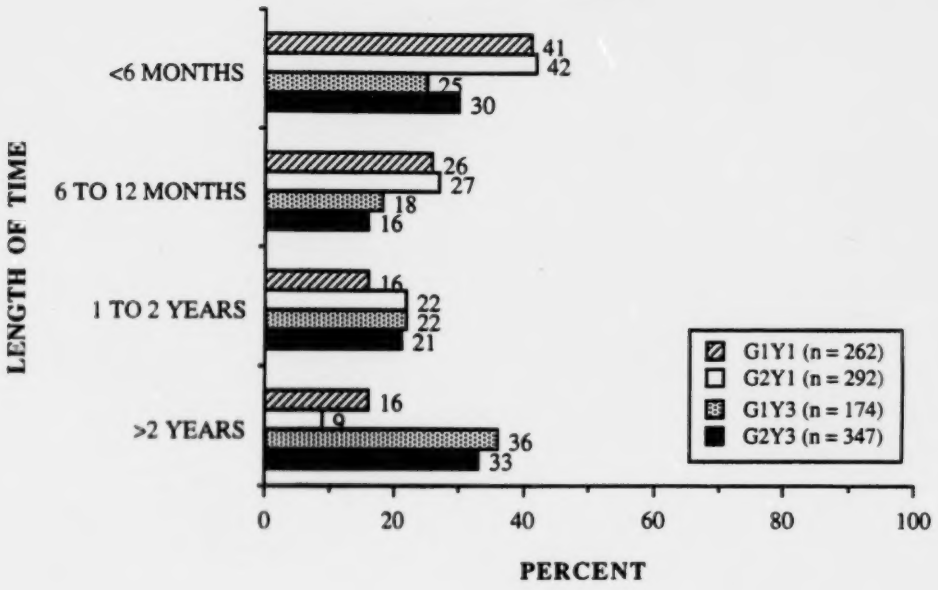


Fig. 15 WAGES EARNED FROM CURRENT JOB BY MALES

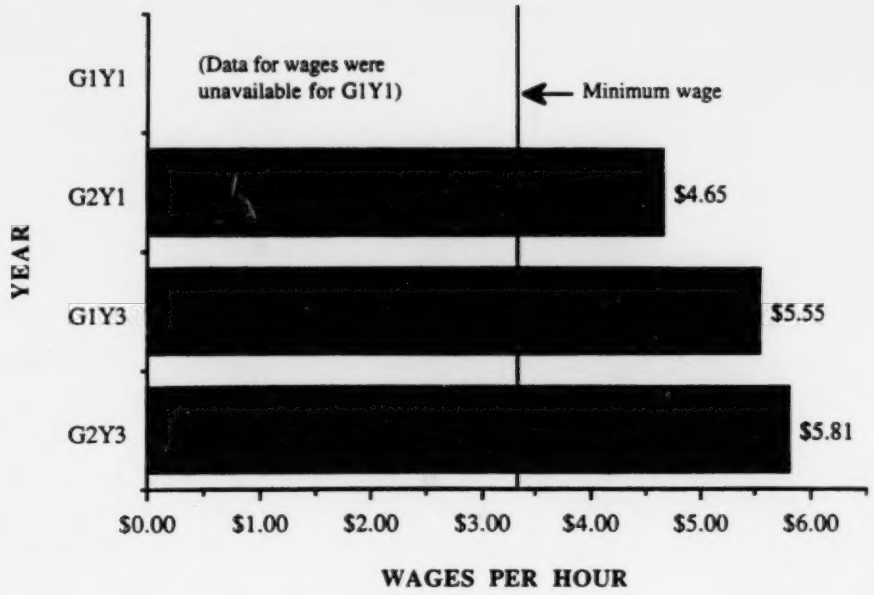
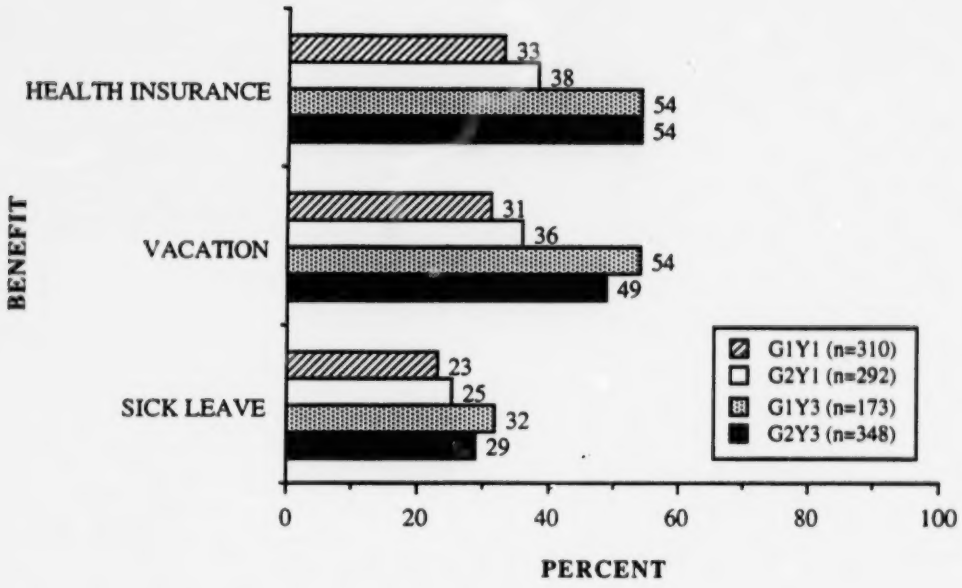


Fig. 16 JOB BENEFITS RECEIVED BY MALES



was helpful or very helpful in teaching them how to keep a job; 74% reported their program was helpful or very helpful in training them to find work; and, among those who were employed, 60% said their school program had been helpful or very helpful in preparing them for their present job.

Successful Persons

The composites that were used to judge the level of adult adjustment for the total group also were applied to males. When the high criteria were applied to the G2Y1 individuals, 7% (n=22) of the respondents were successful, and an additional 21% (n=69) were successful at the low level. At the time of the G2Y3 interview, 11% (n=38) of the respondents met the high criteria for success; an additional 28% (n=93) met the low criteria.

Comparison of Groups 1 and 2

This section presents information on the items where differences were found to be ≥15% between the two groups at either the first interview (i.e., between G1Y1 and G2Y1) or the third-year interview (i.e., between G1Y3 and G2Y3); or the change from the first year interview to the third year interview was substantial for one group but not the other.

Differences between Groups for the Same Year. There was a substantial difference between Groups 1 and 2 in the proportion of Year 1 males who reported paying some of their living expenses. There also were substantial differences between the two groups at Year 1 concerning the proportion who were receiving no financial assistance and who were receiving financial help from parents. A substantial difference existed in Year 1 between Groups 1 and 2 relative to the

proportions who received help from family or friends in getting their present job.

Differences between Groups in Changes from Years 1 to 3. For Group 1, the following substantial changes occurred between Years 1 and 3: a decrease in the proportion of persons who were paying some of their living expenses, had received help from family or friends in finding their present job, and had been working at their present job for less than six months; and an increase in the proportion of persons who were working full time, and were receiving vacation time as a fringe benefit.

For Group 2, the following substantial changes occurred between Years 1 and 3: a decrease in the proportion of persons who were single, were paying none of their living expenses, and were receiving financial assistance from parents; and an increase in the proportion of persons who were receiving no financial assistance.

Conclusions regarding Comparison. Fifteen variables and 59 categories within variables were involved in this investigation (e.g., Living Expenses, a variable, breaks down into 3 categories, All, Some, and None). For the subgroup of males, differences in comparisons were found for 15% of the categories. Differences in the proportions of successful G2Y3 vs. G1Y3 individuals were 0% when the low criteria were applied, and 4% in favor of G2Y3 when the high criteria were applied.

Females

General Status

Marital Status/Living Arrangements. Fifty-six percent of the female respondents said they were single, a substantial drop from Year 1, when 80% were single (see Figure 17). During the period from the Year 1 to the Year 3 interview the proportion of females who were married increased substantially (from 19% to 41%). About two-thirds (65%) of the G2Y3 respondents were living independently, which was substantially more than G2Y1 respondents (39%) (see Figure 18). And, substantially fewer G2Y3 than G2Y1 females were living with relatives (down from 55% to 28%).

Financial Status. A substantial increase was observed in the proportion of G2Y3 females who said they were paying all of their living expenses when compared to G2Y1 females (50% vs. 26%) (see Figure 19). Similarly, a substantial increase also occurred in the percentage of G2Y3 females who reported receiving no financial assistance compared to G2Y1 females (63% vs. 40%) (see Figure 20). From Years 1 to 3 there was a corresponding decrease in the proportion of Group 2 females who were getting financial aid from their parents (from 46% down to 19%).

Postsecondary Training. Slightly less than one-half (43%) of the G2Y3 females said they had not been involved in any postsecondary education or training since leaving high school. The program most commonly named by those individuals who did participate in postsecondary training was offered by a community college (29%), followed by a private program (12%). Three percent or fewer had attended a four-year college or served in the military.

Leisure Activities. About two-thirds of the females were involved in from 1-3 leisure activities. An additional 28% were participated in more than three recreational activities. The remaining 9% said they did not have any leisure-time activities.

Fig. 17 MARITAL STATUS - FEMALES

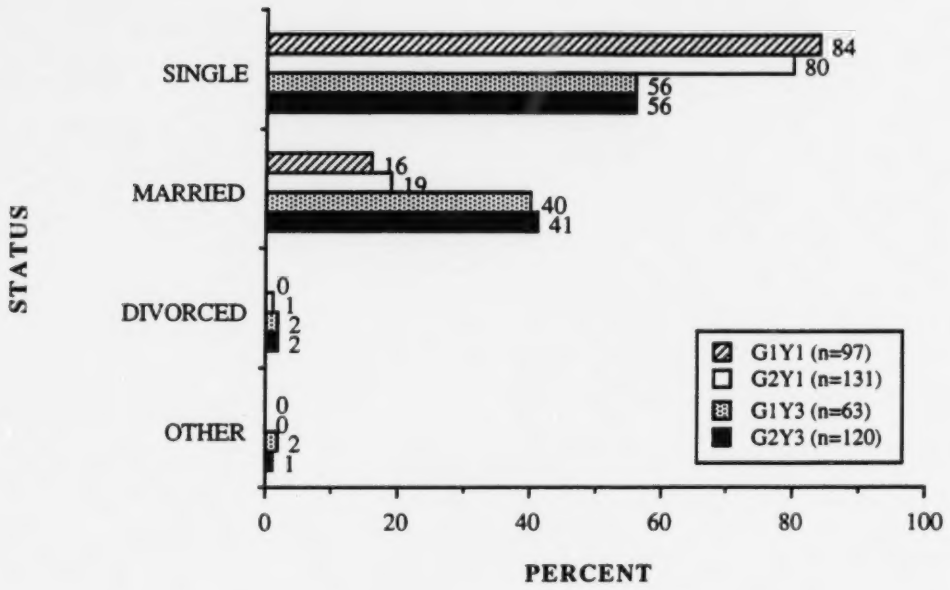


Fig. 18 LIVING ARRANGEMENTS - FEMALES

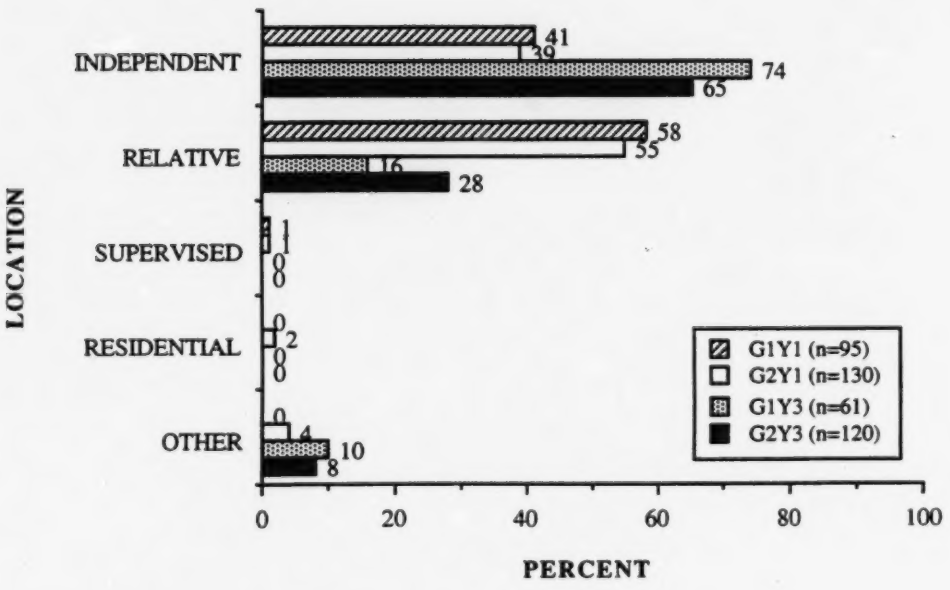


Fig. 19 PROPORTION OF EXPENSES FEMALES PAY

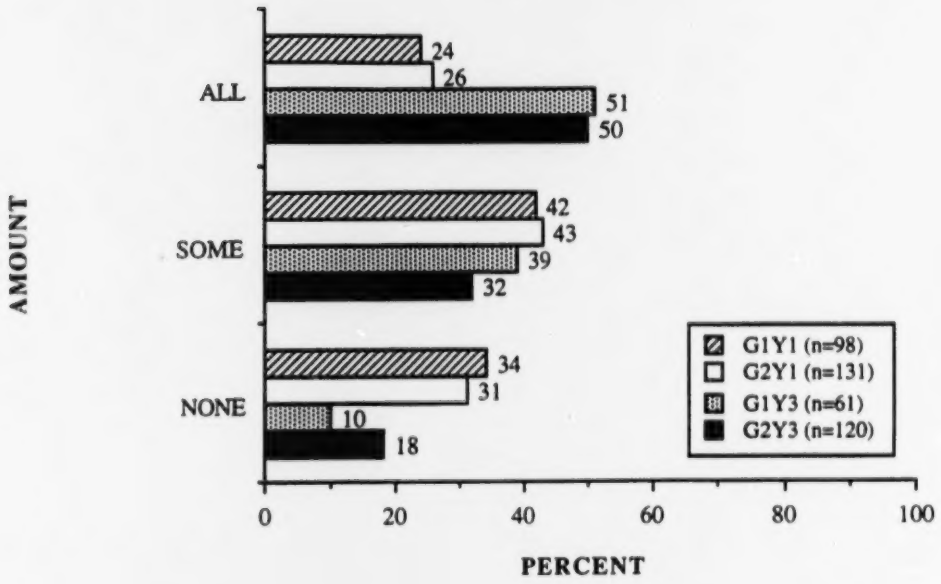
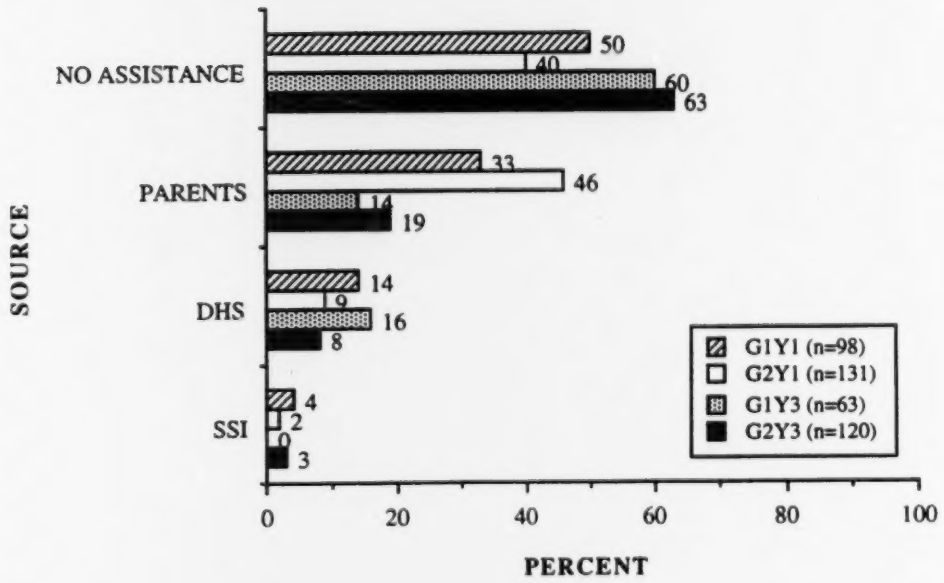


Fig. 20 SOURCES OF FINANCIAL ASSISTANCE FOR FEMALES



Information on Employment

Sixty-five percent of the G2Y3 females were employed, 97% of which were in competitive jobs. Seventeen percent were otherwise engaged as homemakers, students, or in job training. The remaining 18% were unemployed. When asked which agencies they had contacted about employment opportunities, most named Job Service of Iowa (61%), followed by a JTPA agency (18%). A very small percentage had talked to Vocational Rehabilitation or a sheltered workshop about a job. Individuals also were asked how they found their present job. The self-family-friends network was the most common source of assistance; 63% had obtained a job on their own (a substantial increase over G2Y1 females), and 26% received help from family or friends (see Figure 21). Five percent or fewer received assistance from a school or community agency in obtaining their present job.

Forty-four percent of the females held jobs as service workers; this was a substantial decline from Year 1 when 71% of the G2Y1 females were service workers (see Figure 22). An additional 19% of the females had clerical jobs and 12% were operatives. Smaller proportions were laborers, craftsman, or in higher status positions.

The proportion of Group 2 females who were working full time increased substantially from Years 1 to 3 (from 48% to 68%) (see Figure 23). Another one-fourth worked between 21-37 hours per week. The remaining females worked less than 21 hours per week or seasonally. About 15% of the respondents had been employed in the same job for over two years, another 26% for between 1-2 years. Thirty-one percent had worked in the same location for 6-12 months. There was a substantial drop between Years 1 and 3 in the proportion of females who had worked at the same job for less than six months (down

Fig. 21 SOURCE OF HELP IN FINDING PRESENT JOB - FEMALES

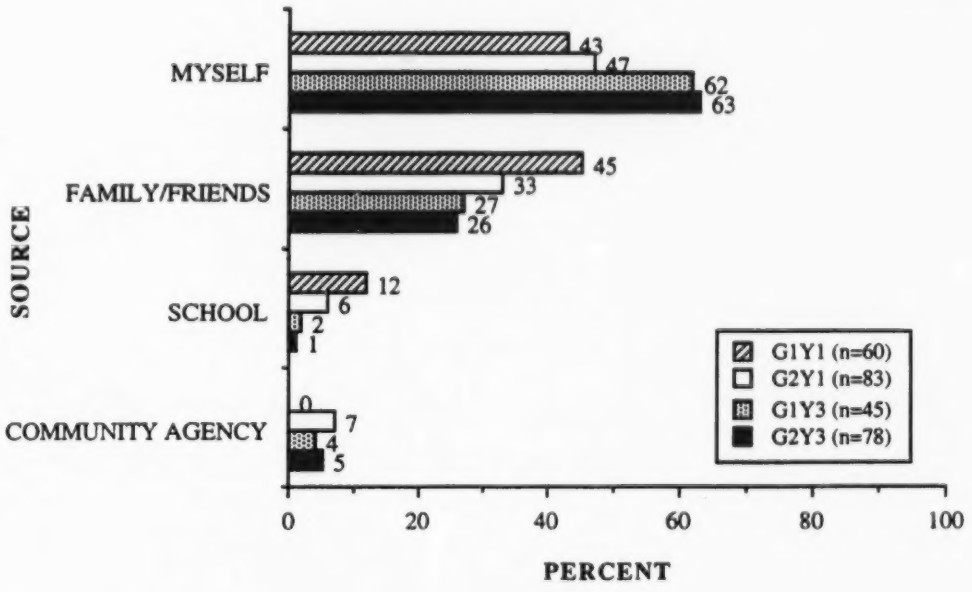


Fig. 22 CURRENT JOB CLASSIFICATION FOR FEMALES

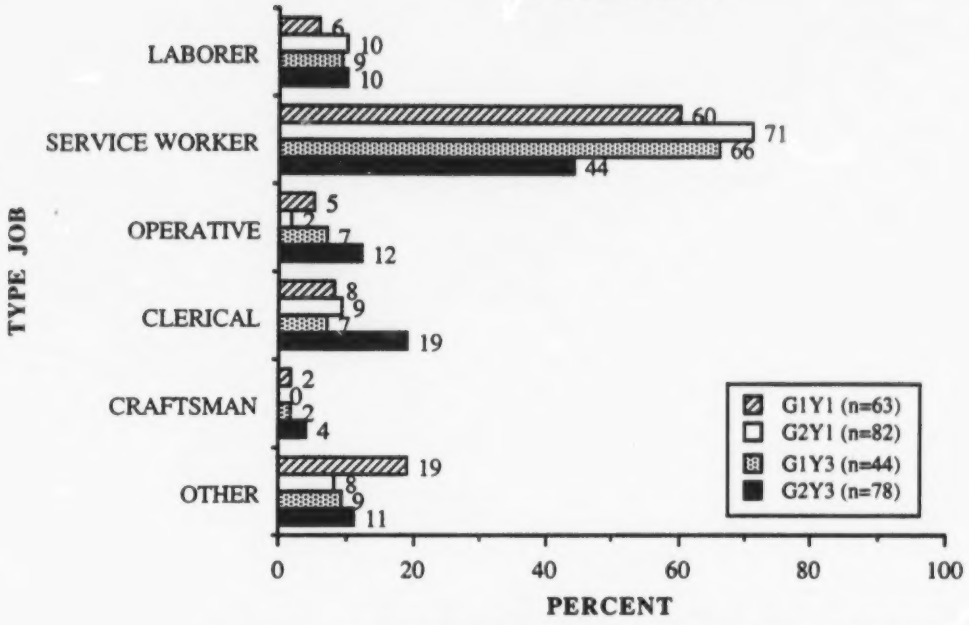
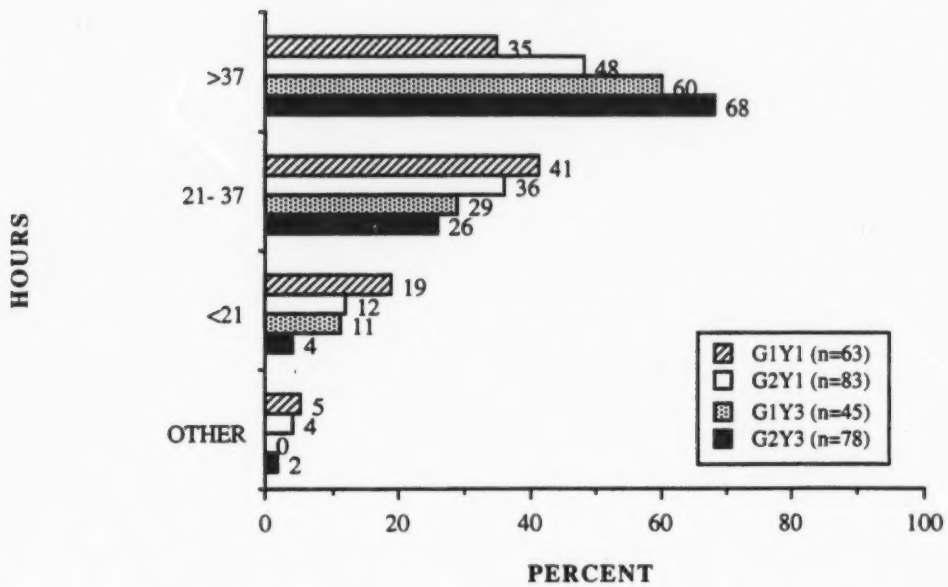


Fig. 23 NUMBER OF HOURS FEMALES WORKED PER WEEK



from 55% to 28%) (see Figure 24).

The average wage per hour among G2Y3 females was $4.60, an increase of $1.02 over the average for G2Y1 females (see Figure 25). Forty-one percent of the employed G2Y3 females received health insurance from their employer, and 33% were given sick leave. Substantially more G2Y3 females (53%) were getting vacation time than did G2Y1 females (31%) (see Figure 26).

Perceptions of High School

The majority of females held position opinions about the academic portions of their high school program. Eighty-six percent reported the school program had been helpful or very helpful in teaching them how to cope with their personal problems. Eighty-nine percent said their high school program was helpful or very helpful in teaching them practical reading skills, and 72% said the same thing about the helpfulness of their school program in teaching them practical math skills.

Females were somewhat less positive about the vocational aspects of their high school program. Seventy-seven percent said the school program was helpful or very helpful in teaching them how to keep a job, and 83% felt their program was helpful or very helpful in teaching them to find a job. A smaller proportion, 68%, perceived their high school program as helpful or very helpful in preparing them for their present job.

Successful Persons

The composites that were used to judge the level of adult adjustment for the total group also were applied to females. When the high criteria were applied to the G2Y1 individuals, 14% (n=14) of the respondents were successful, and an additional 16% (n=16) were successful at the low level. At the time of the G2Y3 interview, 10% (n=11) of the respondents

Fig. 24 LENGTH OF TIME IN CURRENT JOB FOR FEMALES

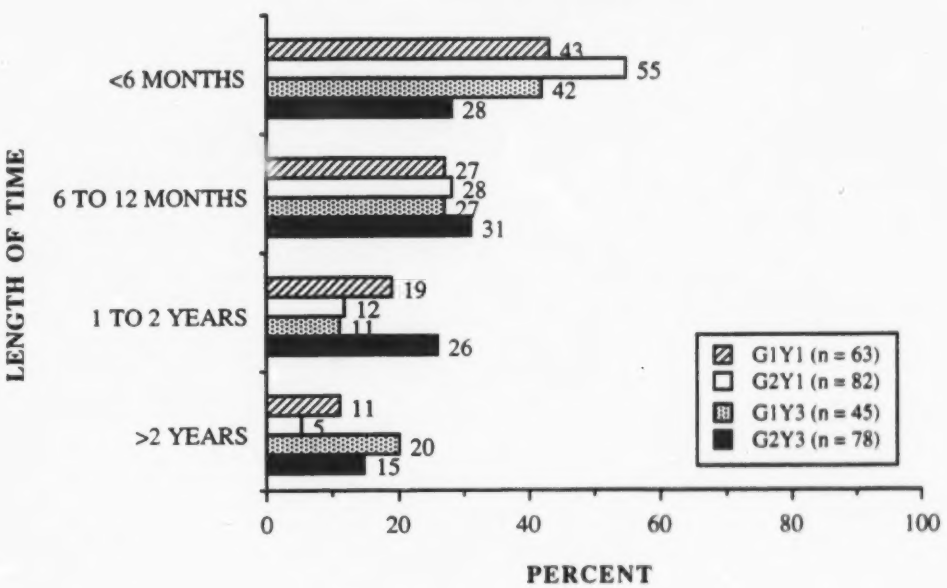


Fig. 25 WAGES EARNED FROM CURRENT JOB BY FEMALES

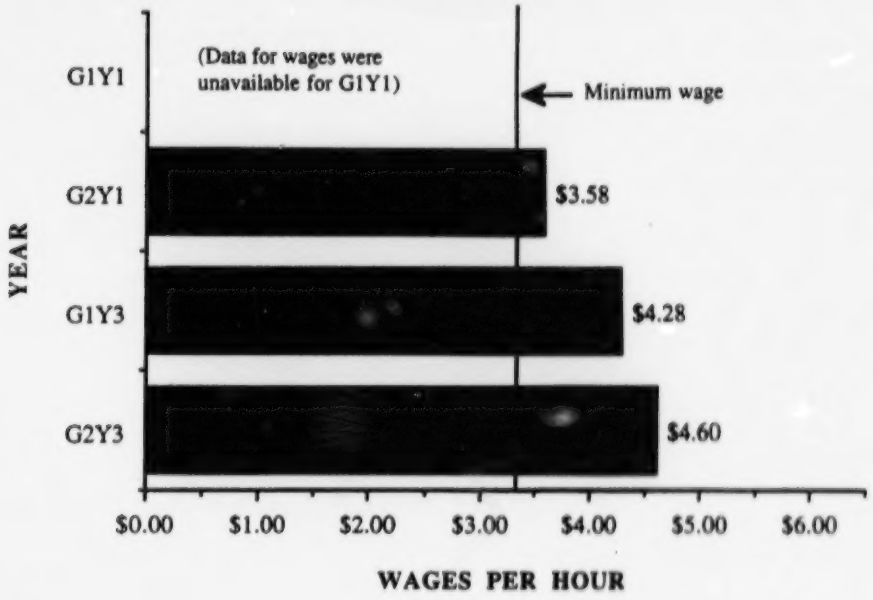
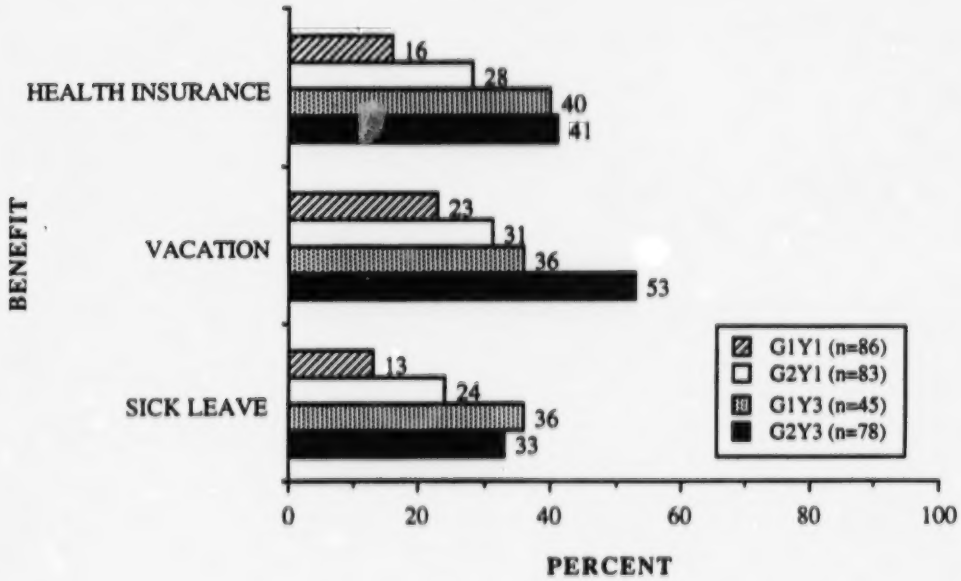


Fig. 26 JOB BENEFITS RECEIVED BY FEMALES



met the high criteria for success; an additional 24% (n=28) met the low criteria.

Comparison of Groups 1 and 2

This section presents information on the items where differences were found to be ≥15% between the two groups at either the first interview (i.e., between G1Y1 and G2Y1) or the third-year interview (i.e., between G1Y3 and G2Y3); or the change from the first year interview to the third year interview was substantial for one group but not the other.

Differences between Groups for the Same Year. At the Year 3 interview, there was a substantial difference between Groups 1 and 2 (in favor of Group 1) concerning the proportion of females who were service workers. A larger proportion of G2Y3 than G1Y3 females had been in the same job for 1-2 years. Similarly, a larger proportion of G2Y3 than G1Y3 females were receiving vacation time as a job benefit. Concerning perceptions of their high school program, a larger proportion of G2Y1 than G1Y1 females believed their program was helpful or very helpful in preparing them for their present job.

Differences between Groups in Changes from Years 1 to 3. For Group 1, the following substantial changes occurred between Years 1 and 3: a decrease in the proportion of persons who were paying none of their living expenses, had received help from family or friends in finding their present job, and perceived their high school program as helpful or very helpful in teaching them practical math skills; and an increase in the proportion of persons who were receiving health insurance and sick leave as job benefits.

For Group 2, the following substantial changes occurred between Years 1 and 3: a decrease in the proportion of persons who were employed as service workers, and had been employed in their present job for less than six months; and an increase in the proportion of persons who were receiving no financial assistance, and were receiving vacation time as a job benefit.

Conclusions regarding Comparison. Fifteen variables and 59 categories within variables were involved in this investigation (e.g., Living Expenses, a variable, breaks down into 3 categories, All, Some, and None). For the subgroup of females, differences in comparisons were found for 19% of the categories. Differences in the proportions of successful G2Y3 vs. G1Y3 individuals were 19% in favor of G1Y3 when the low criteria were applied, and 8% in favor of G2Y3 when the high criteria were applied.

By Program Model

Results in this part of the monograph are presented by program model in two sections. The first section is Resource Teaching Programs, and the second is Special Classes with Integration.

Resource Teaching Programs

General Status

Marital Status/Living Arrangements. Approximately three-fourths of the G2Y3 respondents (73%) said they were single, a substantial decrease over Year 1 where 90% the G2Y1 respondents reported being single (see Figure 27). About one-fourth of the G2Y3 individuals were married. The proportion of individuals who were living independently increased substantially from Years 1 and 3 (from 29% to 53%) (see Figure 28). A corresponding substantial decrease was observed in the proportion of individuals living with relatives (from 62% to 37%).

Fig. 27 MARITAL STATUS - RTP

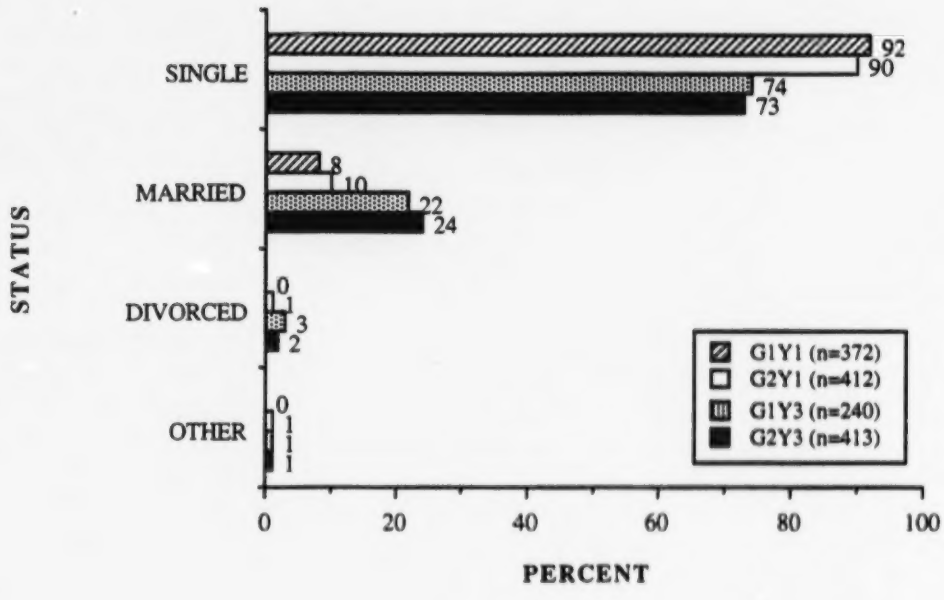
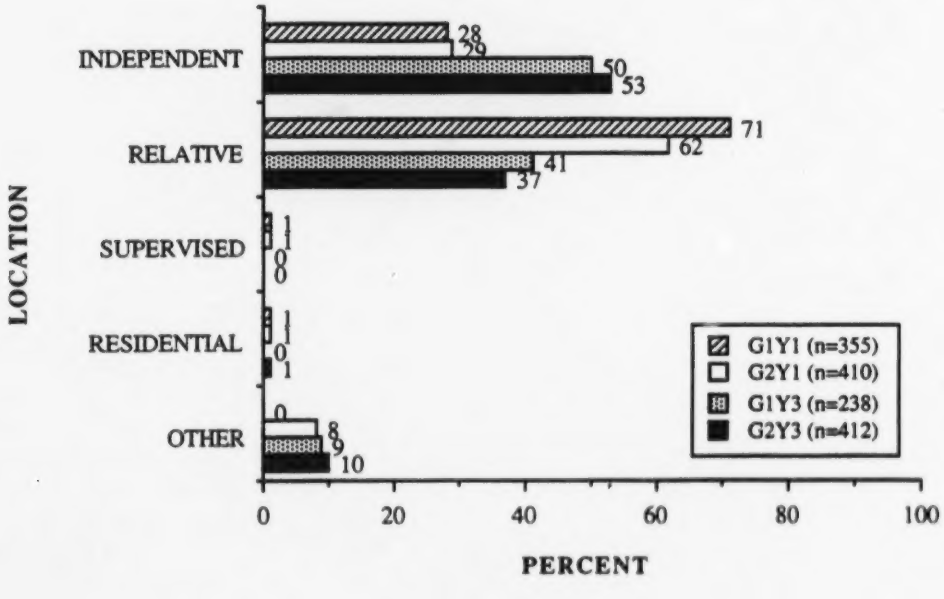


Fig. 28 LIVING ARRANGEMENTS - RTP



Financial Status. A substantial increase occurred in the percentage of Group 2 persons who were paying all of their living expenses (from 28% to 55%) (see Figure 29). One-third of the respondents were paying some of their living expenses, and only 12% said they paid none of their living expenses. Seventy percent of the G2Y3 individuals received no financial assistance from other sources, up substantially over G2Y1 individuals where 43% reported getting no such assistance (see Figure 30). A substantial decline was observed between Years 1 and 3 in the percentage of individuals received financial help from parents (from 45% to 21%).

Postsecondary Training. Almost one-half (46%) of the respondents had not participated in any type of postsecondary education or training program. Among those remaining persons who reported such training, the most common took place in a community college setting (26%). Ten percent had been in the military; less than 10% had attended a four-year college or private training program.

Leisure Activities. Approximately two-thirds of the G2Y3 individuals (64%) who had attended RTP programs while in high school participated in 1-3 leisure activities. Another 26% were involved in more than three such activities, and 10% said they did not have any leisure pastimes.

Information on Employment

Most (84%) of the respondents were employed, and 99% of the employed were working in competitive jobs. Six percent of those not employed were either homemakers, students, or in job training programs. The remaining 10% were unemployed. All respondents were asked which agencies they had contacted about job opportunities. About one-half (53%) had talked to Job Service of Iowa

Fig. 29 PROPORTION OF EXPENSES PERSONS PAY RTP

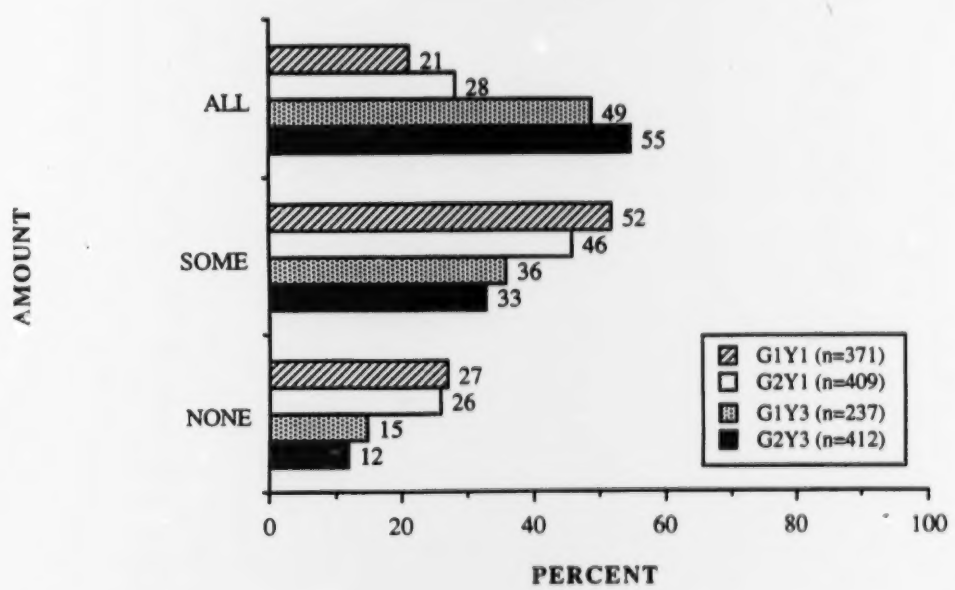
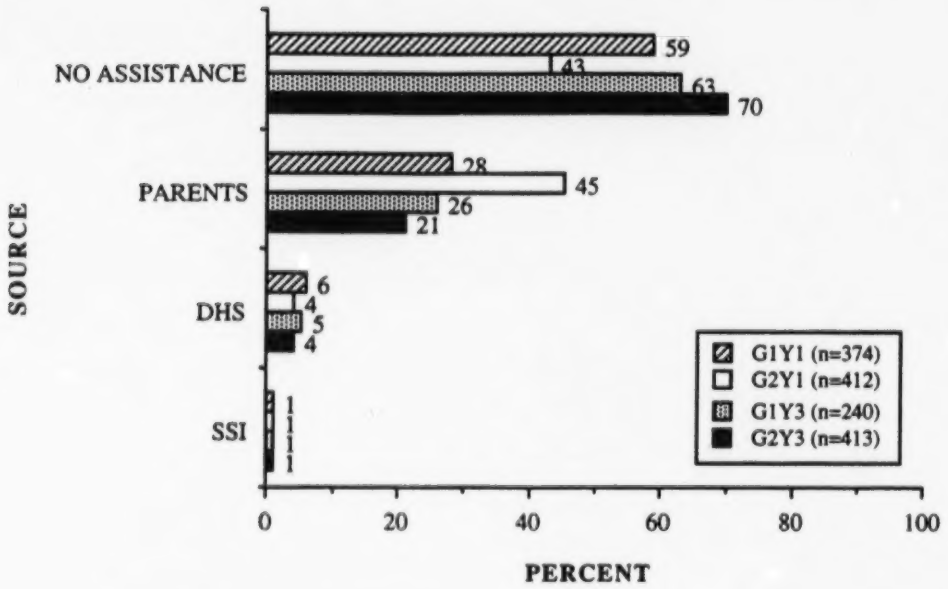


Fig. 30 SOURCES OF FINANCIAL ASSISTANCE RTP



about work, and 15% had contacted a JTPA agency. Less than 10% had talked to Vocational Rehabilitation or a sheltered workshop. Among those who were employed, 51% said they found their present job on their own, and 38% got their job with the help of family or friends. A few small percentage reported that they found their current job with assistance from a school or community agency.

Almost one-half of the workers were employed as laborers (29%) or service workers (18%). An additional 19% held jobs as operatives, 18% were craftsmen, and 6% worked in clerical positions. Ten percent of the respondents worked in higher status jobs. Many (85%) of the respondents worked full time, a substantial increase over Year 1 when 68% of the G2Y1 persons worked full time (see Figure 31). Another 12% worked from 21-37 hours per week. The remaining individuals worked less than half-time or seasonally. About one-third (31%) of the workers had been in their current position for over two years; this was a substantial increase over Year 1 when only 8% of the G2Y1 workers had been in the same job for that period of time (see Figure 32). A corresponding substantial decrease occurred from Years 1 to 3 in the proportion of Group 2 persons who had been in their present job for less than six months (from 46% to 27%).

The average wage per hour for employed G2Y3 persons was $5.59, up $1.22 per hour over the average wage for G2Y1 persons (see Figure 33). Substantial increases were observed for two job benefits received by G2Y3 workers: 53% received health insurance (37% for G2Y1), and 53% also received vacation time (36% for G2Y1) (see Figure 34). About one-third (31%) of the workers received sick leave.

Perceptions of High School

During each interview, respon-

Fig. 31 NUMBER OF HOURS WORKED PER WEEK RTP

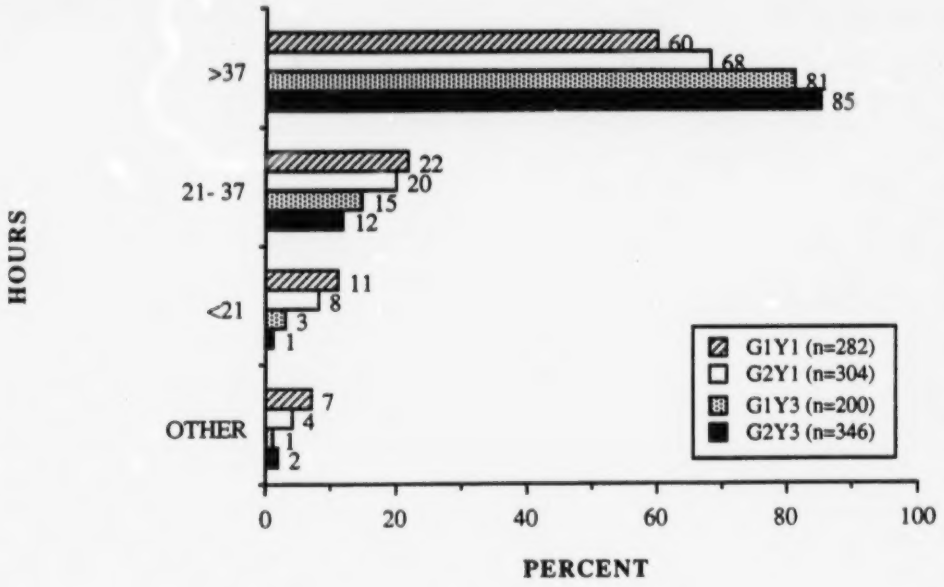


Fig. 32 LENGTH OF TIME IN CURRENT JOB RTP

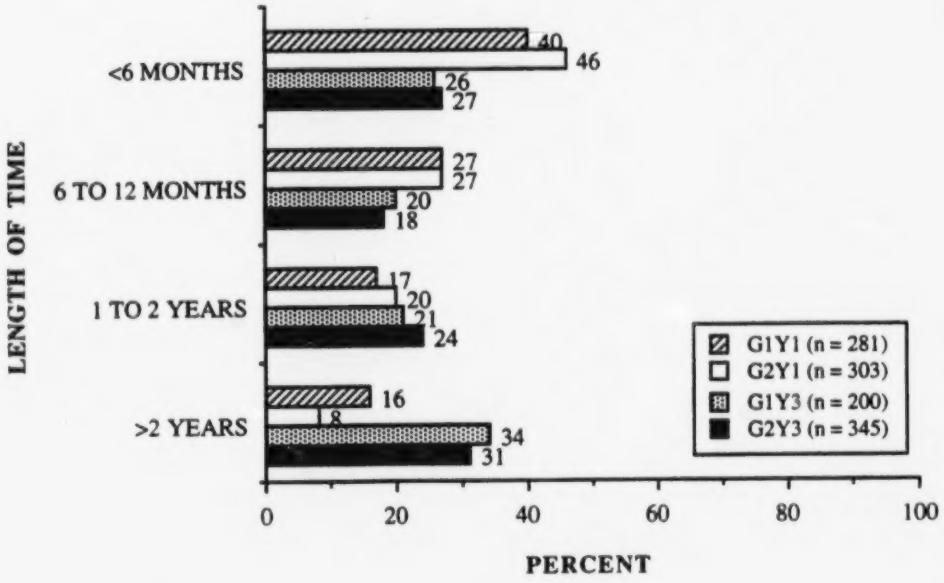


Fig. 33 WAGES EARNED FROM CURRENT JOB RTP

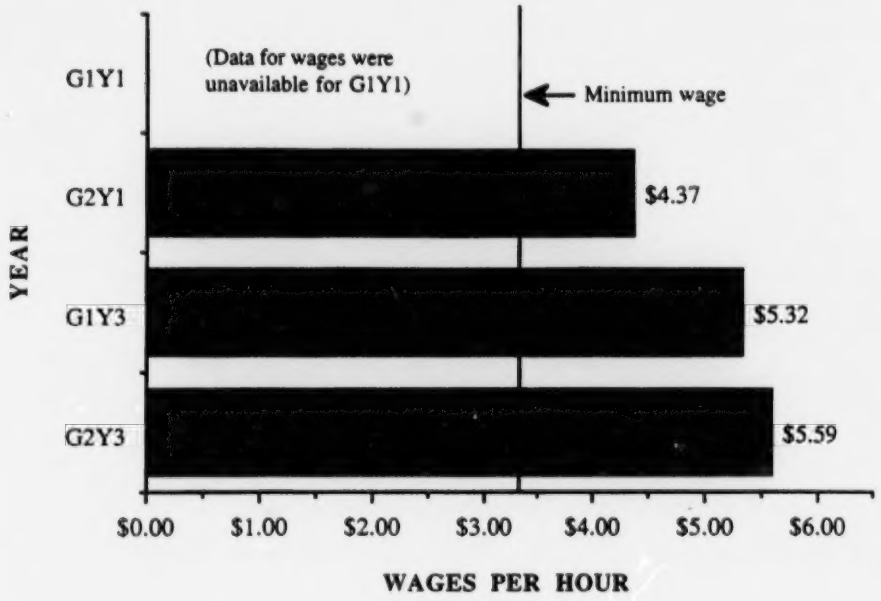
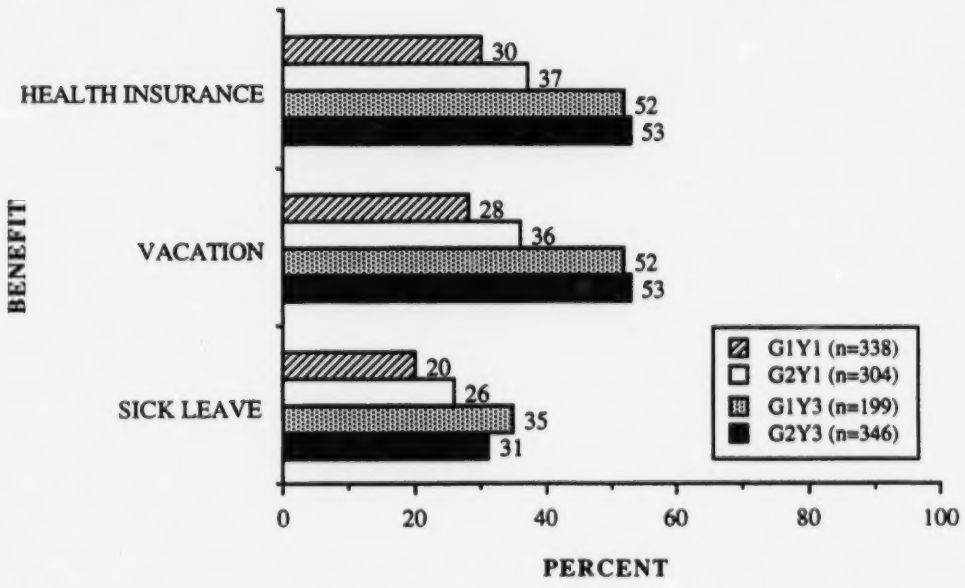


Fig. 34 JOB BENEFITS RECEIVED - RTP



dents were asked about their perceptions of the helpfulness of their high school program. The majority held positive views of the academic aspects of their program. Eighty-six percent said their program had been helpful or very helpful in teaching them to solve their personal problems. Ninety-one percent reported that their program had been helpful or very helpful in teaching them practical reading skills; 74% felt the same way about being taught practical math skills.

Somewhat fewer had positive views of the vocational aspects of their high school program. About three-fourths (74%) said their program had been helpful or very helpful in teaching them how to keep a job, and 76% expressed this view relative to skills learned about finding jobs. However, a lower percentage (61%) felt their high school program was helpful or very helpful in preparing them for the job they had at the time of the interview.

Successful Persons

The composites that were used to judge the level of adult adjustment for the total group also were applied to persons who had attended RTP programs. When the high criteria were applied to the G2Y1 individuals, 10% (n=33) of the respondents were successful, and an additional 21% (n=72) were successful at the low level. At the time of the G2Y3 interview, 11% (n=42) of the respondents met the high criteria for success; an additional 29% (n=106) met the low criteria.

Comparison of Groups 1 and 2

This section presents information on the items where differences were found to be ≥15% between the two groups at either the first interview (i.e., between G1Y1 and G2Y1) or the third-year interview (i.e., between G1Y3 and G2Y3); or the change from the first year interview to the third year interview was substantial for one group but not the other.

Differences between Groups for the Same Year. Two substantial differences were found relative to financial assistance. For Year 1, fewer Group 2 than Group 1 individuals said they received no financial assistance from other sources; more Group 2 than Group 1 individuals said they received financial help from parents. A substantially greater percentage of Group 1 than Group 2 persons at the Year 1 interview said they had help from family or friends in finding their present job.

Differences between Groups in Changes from Years 1 to 3. For Group 1, the following substantial changes occurred between Years 1 and 3: a decrease in the proportion of persons who were paying some of their living expenses, and had received help from family or friends in finding their present job.

For Group 2, the following substantial changes occurred between Years 1 and 3: a decrease in the proportion of persons who were receiving financial assistance from parents, and had been employed at their present job for less than six months; and an increase in the proportion of persons who were receiving no financial assistance.

Conclusions regarding Comparison. Fifteen variables and 59 categories within variables were involved in this investigation (e.g., Living Expenses, a variable, breaks down into 3 categories, All, Some, and None). For the subgroup of individuals from RTP programs, differences in comparisons were found for 8% of the categories. Differences in the proportions of successful G2Y3 vs. G1Y3 individuals were 5% in favor of G2Y1 when the low criteria were applied, and 5% in favor of G2Y3 when the high criteria were applied.

Special Classes with Integration

General Status

Marital Status/Living Arrangements. Seventy-eight percent of the G2Y3 individuals who had attended SCIN programs were single, a substantial drop from Year 1 when 96% of the G2Y1 persons were single (see Figure 35). A corresponding substantial increase was seen between Years 1 and 3 in the proportion of Group 2 individuals who were married (from 3% to 20%). Two substantial changes were seen in the living arrangements of respondents. Thirty-four percent of the G2Y3 individuals were living independently (compared to 19% for G2Y1), and 53% of the G2Y3 individuals were living with relatives (compared to 72% for G2Y1) (see Figure 36).

Financial Status. A substantial increase occurred between Years 1 and 3 among Group 2 respondents relative to the proportion of individuals who were paying all of their living expenses (from 18% to 47%) (see Figure 37). A corresponding substantial decrease was observed among the respondents who said they were paying none of their living expenses (from 42% to 16%). Approximately two-thirds (67%) of the G2Y3 individuals reported receiving no financial assistance from other sources, a substantial increase over Year 1 when 31% of the G2Y1 individuals said they were receiving no financial assistance (see Figure 38). A substantial drop occurred between Years 1 and 3 in the proportion of Group 2 individuals who said they receiving financial support from parents (59% to 23%).

Postsecondary Training. Almost one-half (47%) of the G2Y3 respondents had not been involved in any type of postsecondary education or training program. Among those who did participate

Fig. 35 MARITAL STATUS - SCIN

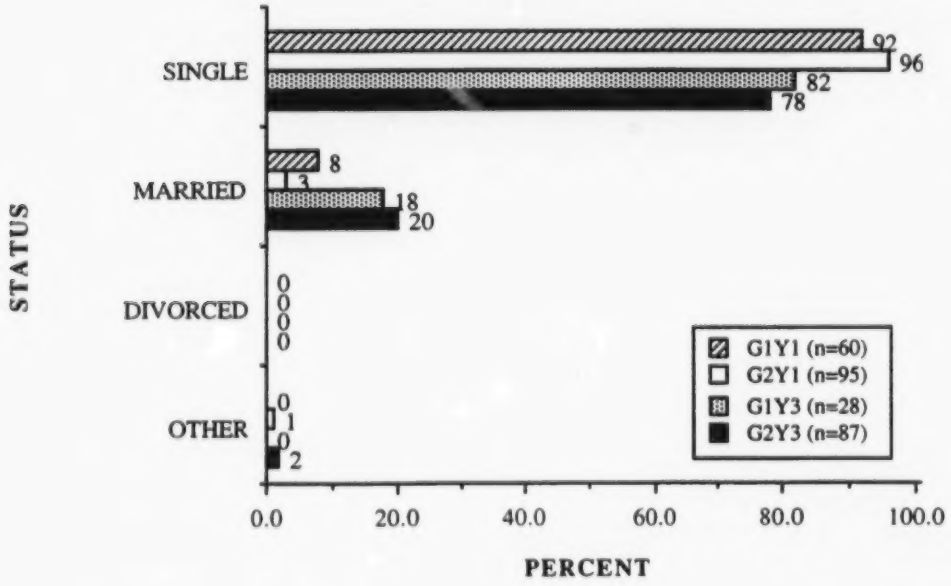


Fig. 36 LIVING ARRANGEMENTS - SCIN

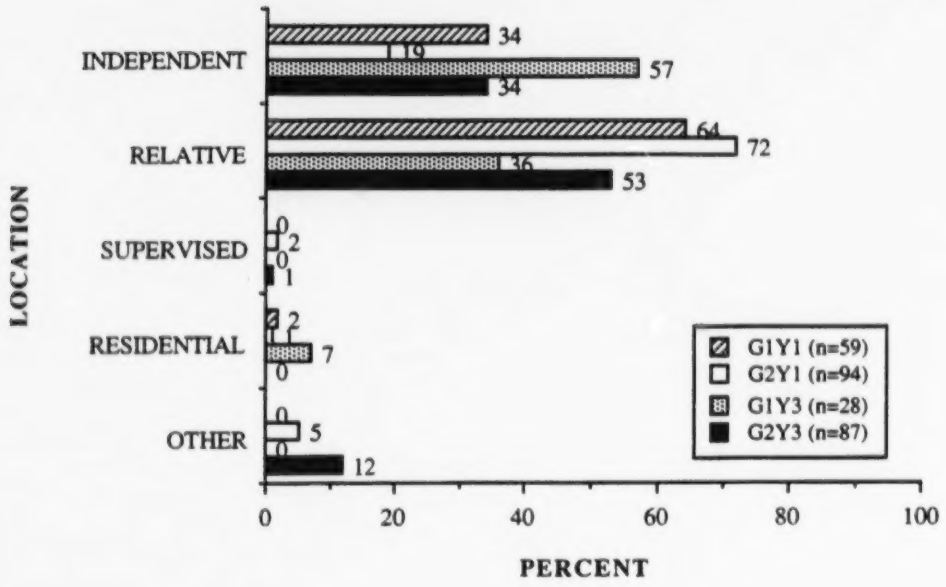


Fig. 37 PROPORTION OF EXPENSES PERSONS PAY SCIN

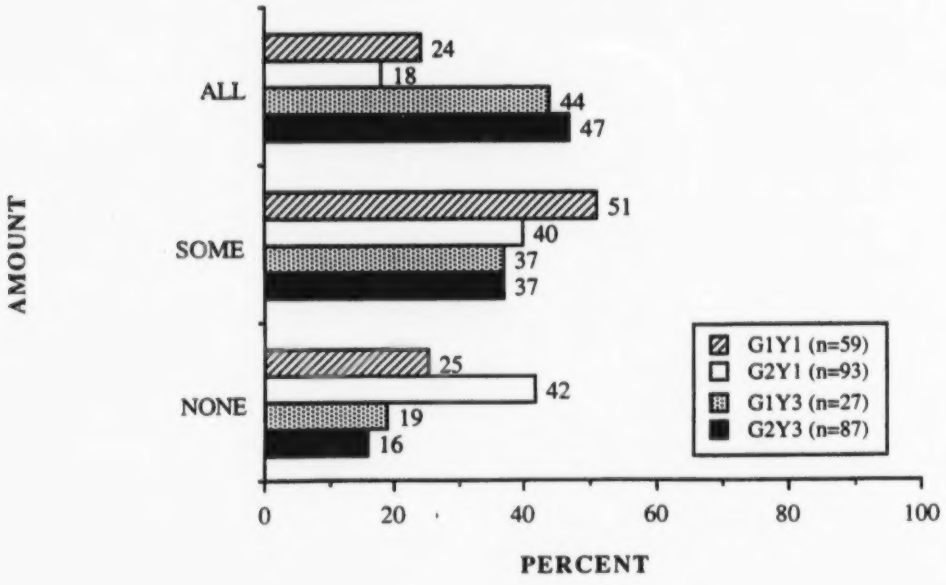
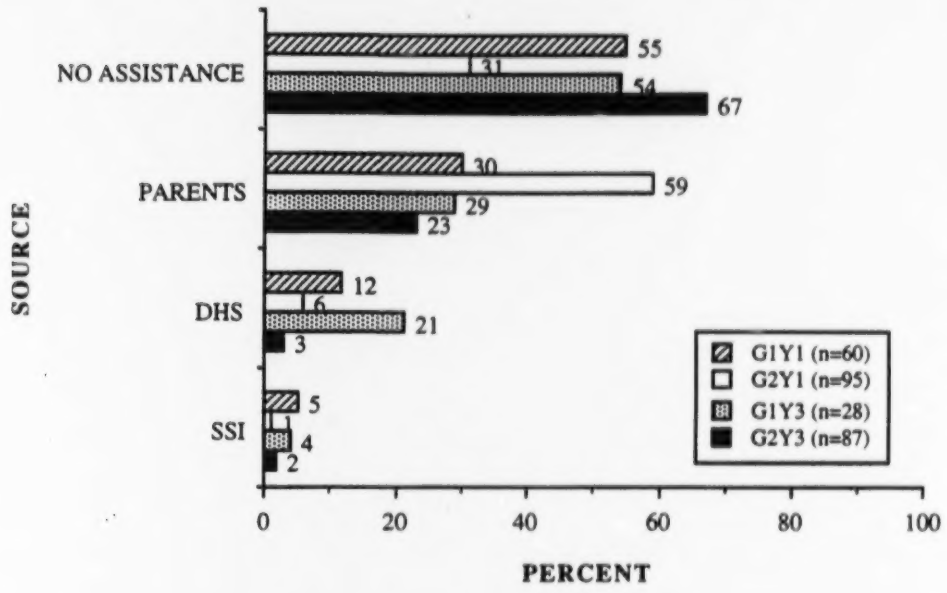


Fig. 38 SOURCES OF FINANCIAL ASSISTANCE SCIN



in such programs, community colleges were most frequently mentioned (25%), followed by private training programs (12%). Less than 10% had served in the military or attended a four-year college.

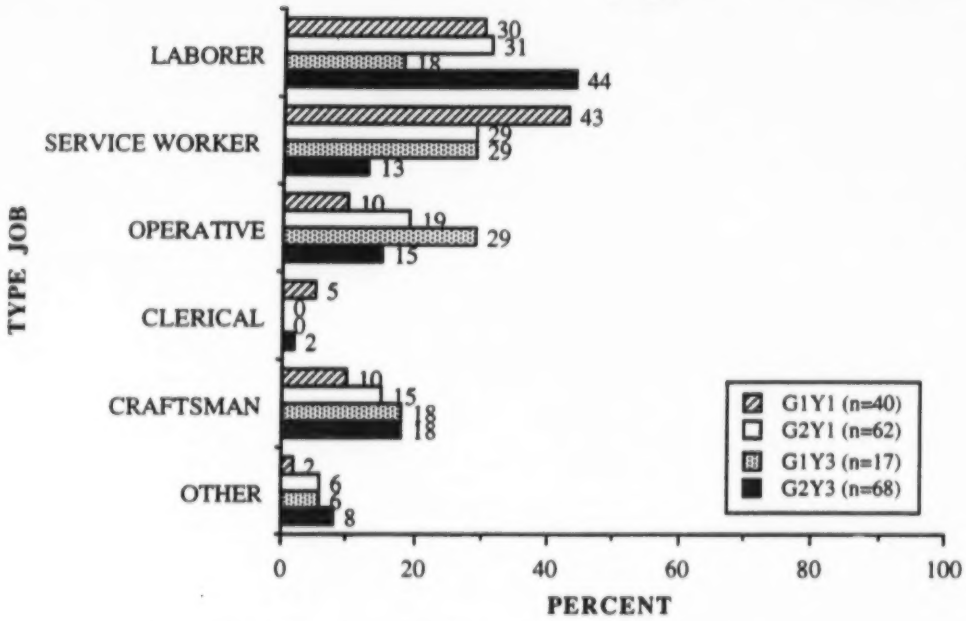
Leisure Activities. Fifty-four percent of the G2Y3 individuals were involved in from 1-3 leisure activities. Thirty-two percent said they participated in more than three recreational activities, while 14% reported they did not participate in any leisure activities.

Information on Employment

Slightly over three-fourths (78%) of the G2Y3 respondents were employed, all in competitive jobs. Another 5% were otherwise engaged (i.e., homemakers, students, or in job training). The remaining 17% were unemployed. Over one-half (56%) had talked to Job Service of Iowa about employment opportunities, and 30% had contacted a JTPA agency about work. Fourteen percent said they had talked with Vocational Rehabilitation about getting a job. When respondents were asked how they got their present job, 44% said they found it on their own, and 41% received help from family or friends. Less than 10% said they were helped by a school or community agency in finding their current job.

The largest single category of job classification for G2Y3 individuals was laborer (44%), followed by craftsman (18%), operative (15%), and service worker (13%, a substantial decrease over Year 1 when 29% were service workers) (see Figure 39). Two percent were employed in clerical positions, and 8% were working in jobs classified as "other." Most (77%) employed persons were working full time; another 15% worked 21-37 hours per week. The remaining individuals were employed less than one-half time or seasonally. Forty-four percent of the G2Y3 individuals had been employed in their current job for less than

Fig. 39 CURRENT JOB CLASSIFICATION SCIN



six months, while 18% had worked at the same job for over two years. The remaining individuals persons had been in their present job from 6-12 months (27%) or 1-2 years (12%).

The average wage per hour for G2Y3 individuals was $5.46, an increase of $0.80 over the average wage per hour for G2Y1 persons (see Figure 40). About one-half (46%) of the employed persons received health insurance from their employer, about one-third (34%) received vacation time, and only one-fourth received sick leave.

Perceptions of High School

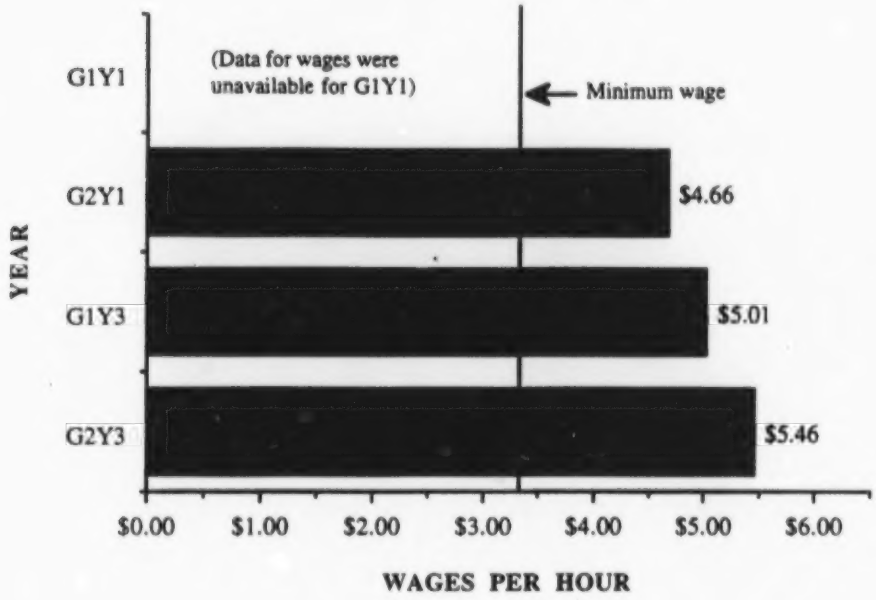
Respondents were asked about their perceptions of their high school program during the interview. Ninety percent said their program was helpful or very helpful in teaching them to deal effectively with personal problems; a similar percentage (89%) felt their program was helpful or very helpful in teaching them practical reading skills. Somewhat fewer persons (82%) thought their program was helpful or very helpful in teaching them practical math skills.

Concerning the vocational aspects of their training, 81% perceived their high school program as helpful or very helpful in teaching them how to keep a job. Eighty percent felt their program was helpful or very helpful in teaching them how to find a job. However, only 63% said their program had been helpful or very helpful in preparing them for their present job.

Successful Persons

The composites that were used to judge the level of adult adjustment for the total group also were applied to persons who had attended SCIN programs. When the high criteria were applied to the G2Y1 individuals, 4% (n=3) of the respondents were successful, and an additional 15% (n=12) were successful at the

Fig. 40 WAGES EARNED FROM CURRENT JOB SCIN



low level. At the time of the G2Y3 interview, 7% (n=5) of the respondents met the high criteria for success; an additional 20% (n=14) met the low criteria.

Comparison of Groups 1 and 2

This section presents information on the items where differences were found to be ≥15% between the two groups at either the first interview (i.e., between G1Y1 and G2Y1) or the third-year interview (i.e., between G1Y3 and G2Y3); or the change from the first year interview to the third year interview was substantial for one group but not the other.

Differences between Groups for the Same Year. At Year 1, a substantially larger proportion of Group 1 than Group 2 individuals were living independently, were receiving no financial assistance, had not received any postsecondary education or training, had talked to Job Service of Iowa about a job, had help from family or friends in finding their current job, and were employed for less than six months.

Also at Year 1, a substantially larger proportion of Group 2 than Group 1 individuals were paying none of their living expenses, receiving financial assistance from parents, and perceived their high school program and helpful or very helpful in preparing them for their current job.

At Year 3, a substantially larger proportion of Group 1 than Group 2 individuals were living independently, were unemployed, and were working as service workers.

Also at Year 3, a substantially larger proportion of Group 2 than Group 1 individuals were living with relatives, were employed, were working as laborers, were working full time, and perceived their high school program and helpful or very helpful in preparing them for their current job.

Differences between Groups in Changes from Years 1 to 3. For Group 1, the following substantial changes occurred between Years 1 and 3: a decrease in the proportion of persons who had not received any postsecondary education or training, had help from family or friends in finding their present job, and were working 21-37 hours per week; and an increase in the proportion of persons who were employed as operatives, worked less than 21 hours per week, and received health insurance benefits from their employer.

For Group 2, the following substantial changes occurred between Years 1 and 3: a decrease in the proportion of persons who were single, paid none of their living expenses, received financial assistance from parents, and were employed as service workers; and an increase in the proportion of persons who were married, and receiving no financial assistance.

Conclusions regarding Comparison. Fifteen variables and 59 categories within variables were involved in this investigation (e.g., Living Expenses, a variable, breaks down into 3 categories, All, Some, and None). For the subgroup of individuals from SCIN programs, differences in comparisons were found for 36% of the categories. Differences in the proportions of successful G2Y3 vs. G1Y3 individuals were 1% in favor of G1Y3 when the low criteria were applied, and 3% in favor of G2Y3 when the high criteria were applied.

By Graduation Status

Results in this part of the monograph are presented in two sections, one involving graduates, and the other dropouts.

Graduates

General Status

Marital Status/Living Arrangements. Three-fourths of the G2Y3 graduates were single, substantially fewer than were single at the time of the Year 1 interview when 92% were single (see Figure 41). Almost one-fourth (23%) were married. A substantial increase was observed in the proportion of G2Y3 graduates who were living independently (from 27% to 49%) (see Figure 42). The percentage who reported at the Year 3 interview (41%) that they were living with relatives was substantially smaller than at the Year 1 interview (64%).

Financial Status. Over one-half (54%) of the respondents said they were paying all of their living expenses. This was substantial more than the 26% who reported at the Year 1 interview that they were paying all of their living expenses (see Figure 43). A corresponding substantial decrease was seen between Years 1 and 3 in the proportion of Group 2 individuals who were paying none of their living expenses (from 29% to 13%). The remaining one-third of the respondents were paying some of their living expenses. The majority (72%) of G2Y3 individuals were not receiving any financial assistance from other sources. This is a substantially larger percentage than at the Year 1 interview when 41% reported they did not receive any financial assistance (see Figure 44). This shift is related to the corresponding drop in the proportion of Group 2 individuals who were getting financial support from parents (49% to 21%).

Postsecondary Training. Forty-six percent of the graduates had not participated in any postsecondary education or training since leaving high school. Among those who did participate, the most commonly named program was in a

Fig. 41 MARITAL STATUS - GRADUATES

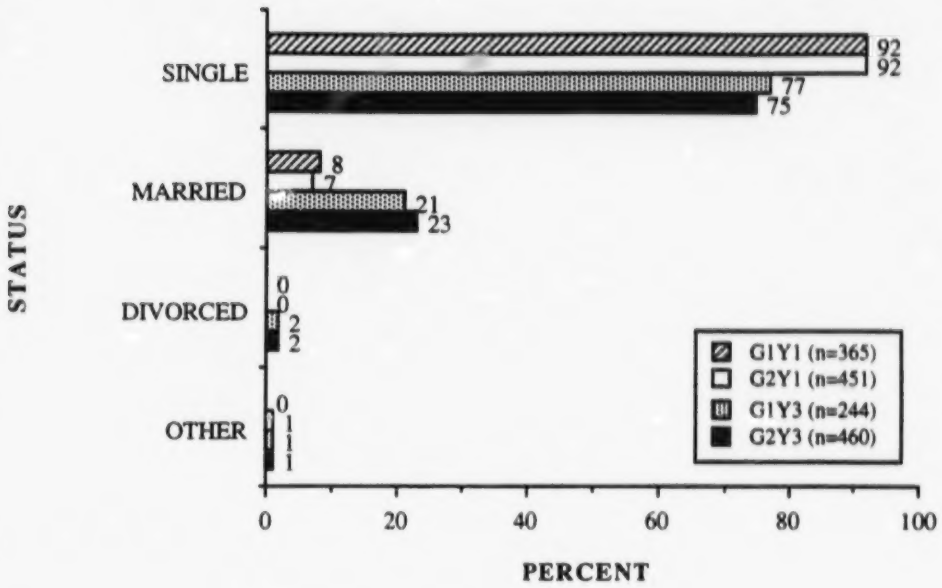


Fig. 42 LIVING ARRANGEMENTS - GRADUATES

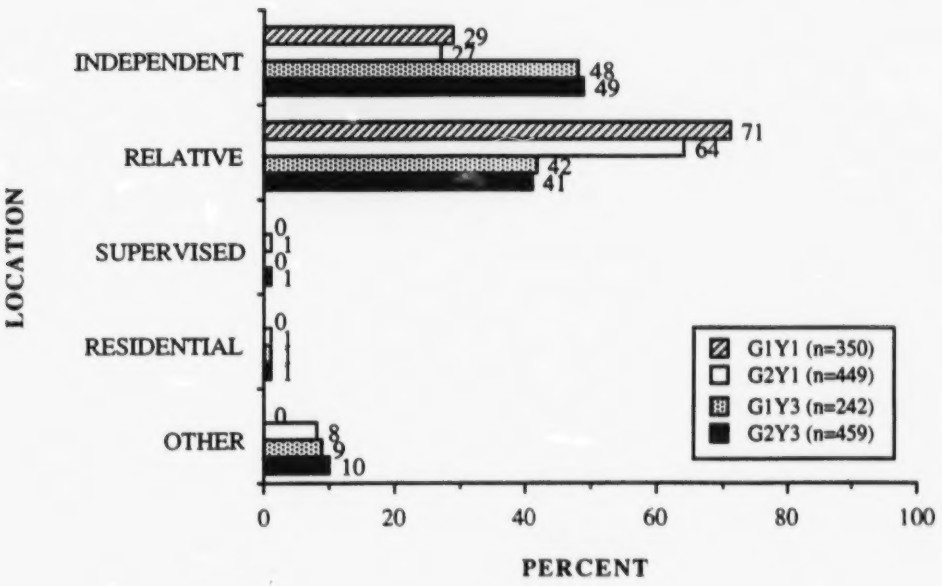


Fig. 43 PROPORTION OF EXPENSES PERSONS PAY GRADUATES

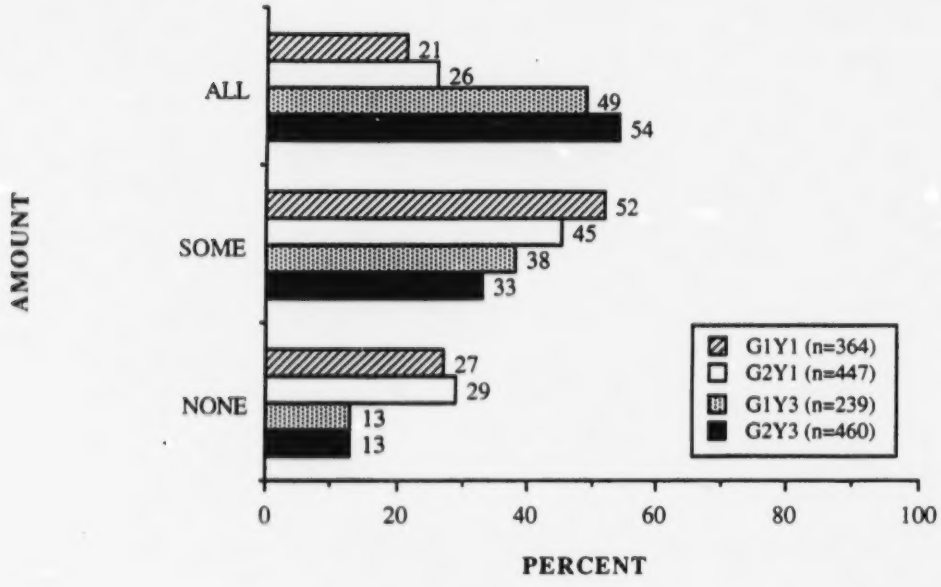
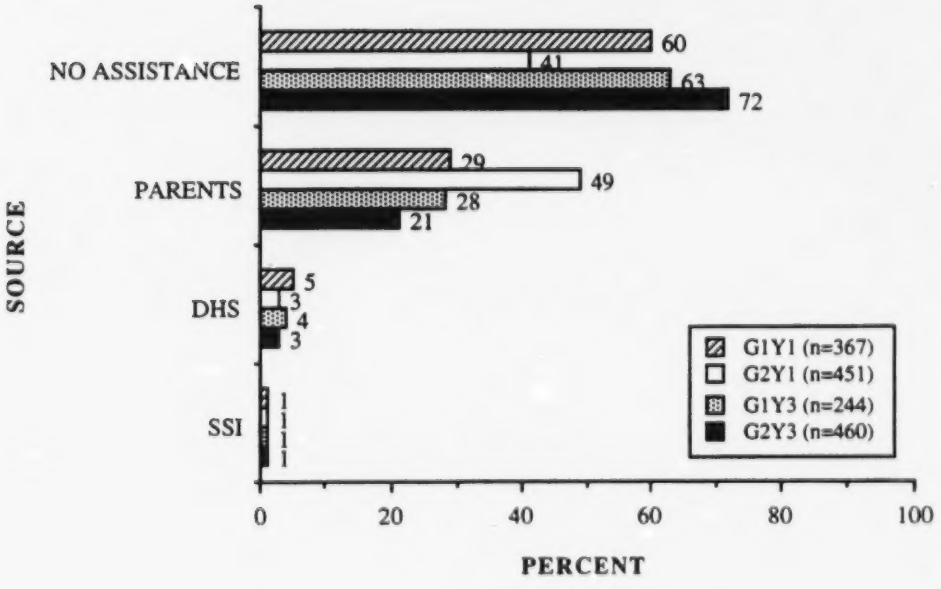


Fig. 44 SOURCES OF FINANCIAL ASSISTANCE GRADUATES



community college (27%), followed by the military (10%) and private programs (9%). Only 5% of the graduates had attended a four-year college.

Leisure Activities. Approximately two-thirds (64%) of the graduates said they participated in from 1-3 leisure activities. Twenty-six percent reported being involved in more than three recreational activities. The remaining 10% said they did not participate in any leisure activities.

Information on Employment

The majority of graduates (85%) were employed; of these, 99% were in competitive jobs. Another 5% were otherwise engaged as homemakers, students, or in job training programs. A relatively small percentage (10%) were unemployed. At each interview, the graduates were asked how they went about seeking employment. Most (53%) said they contacted Job Service of Iowa, and 16% had talked to a JTPA agency about work. Ten percent of the graduates had visited a Vocational Rehabilitation office and only 1% had contacted a sheltered workshop about employment opportunities. When asked how they found their present job, most reported using the self/family-friends network. That is, 49% found their current job on their own, and 37% had help from a family member or friend in getting their present job.

Twenty-nine percent of the graduates had jobs classified as laborers. Seventeen percent were employed as service workers, a substantial decrease over Year 1 when 32% of the G2Y1 graduates were working in service occupations (see Figure 45). Another 19% worked as operatives, and a like number were craftsmen. Smaller percentages were employed in clerical jobs (6%) and in other job classifications (10%). Most employed graduates (85%) were working full time, which was a substantial increase over Year 1 when 67% of the G2Y1 were employed full time (see Figure 46). An additional 11% worked between 21-37 hours per week, and the remaining persons worked less than half-time or seasonally. Two substantial shifts occurred relative to length of time graduates employed in their present job. Twenty-nine percent of the G2Y3 graduates had held their present job for less than six months, down from the 46% who had been in the same job for less than six months at the time of the Year 1 interview (see Figure 47). A similar proportion (30%) of the G2Y3 graduates had been in the same job for more than two years, which was an increase over the 8% of G2Y1 graduates who had been in their current job over two years.

The average wage per hour for G2Y3 graduates was $5.59, an increase of $1.18 over the average hourly wage for G2Y1 graduates (see Figure 48). Two substantial increases were observed concerning fringe benefits received by employed graduates, both of which were very similar in magnitude. At the Year 3 interview, about one-half of the G2Y3 graduates reported receiving health insurance and vacation time (53% and 52%, respectively); at the Year 1 interview, the corresponding percentages were 35% and 34%, respectively (see Figure 49).

Perceptions of High School

During each interview, graduates were asked about their perceptions of the helpfulness of their high school program in teaching them critical skills. Most persons held positive views of their high school programs. Eighty-seven percent said their program was helpful or very helpful in teaching them to deal effectively with their personal problems. Ninety-two percent reported that their program had been helpful or very helpful in teaching them practical reading skills; 77% held the same view of their training

Fig. 45 CURRENT JOB CLASSIFICATION GRADUATES

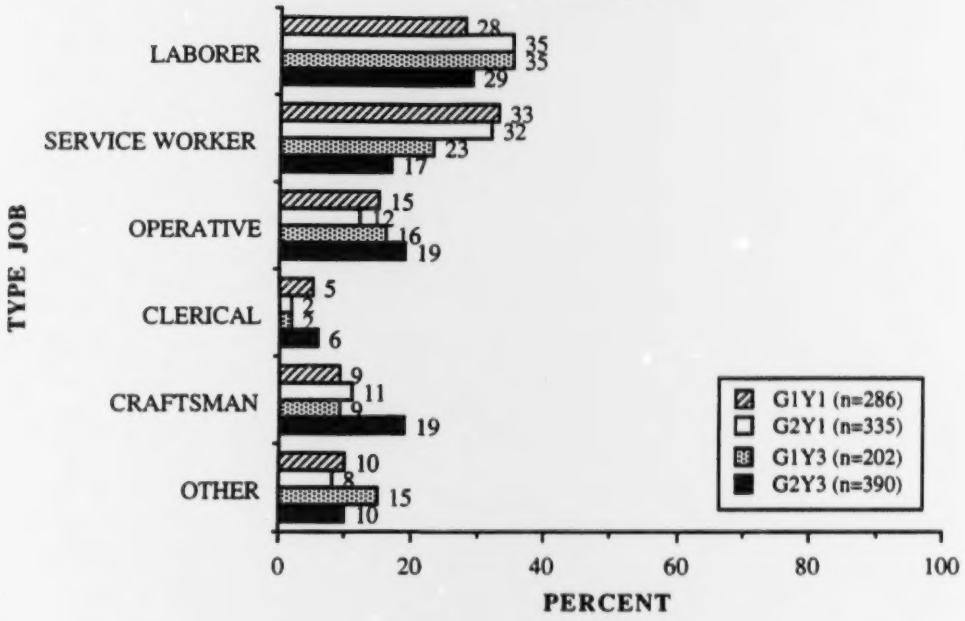


Fig. 46 NUMBER OF HOURS WORKED PER WEEK GRADUATES

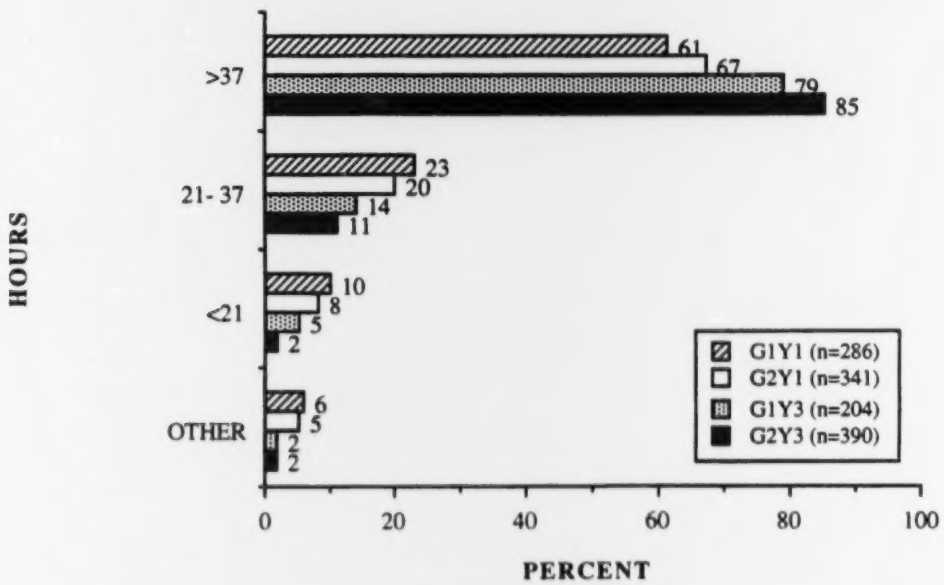


Fig. 47 LENGTH OF TIME IN CURRENT JOB GRADUATES

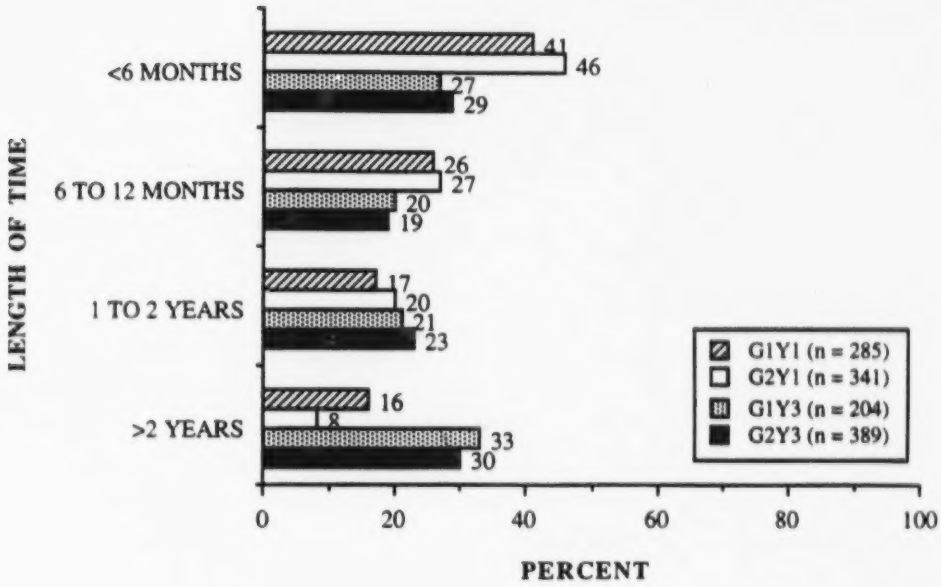


Fig. 48 WAGES EARNED FROM CURRENT JOB GRADUATES

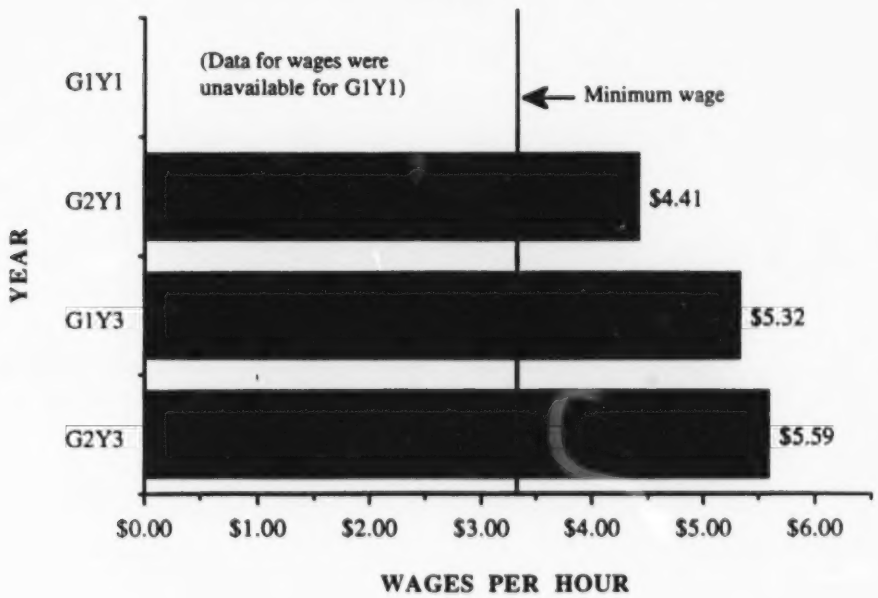
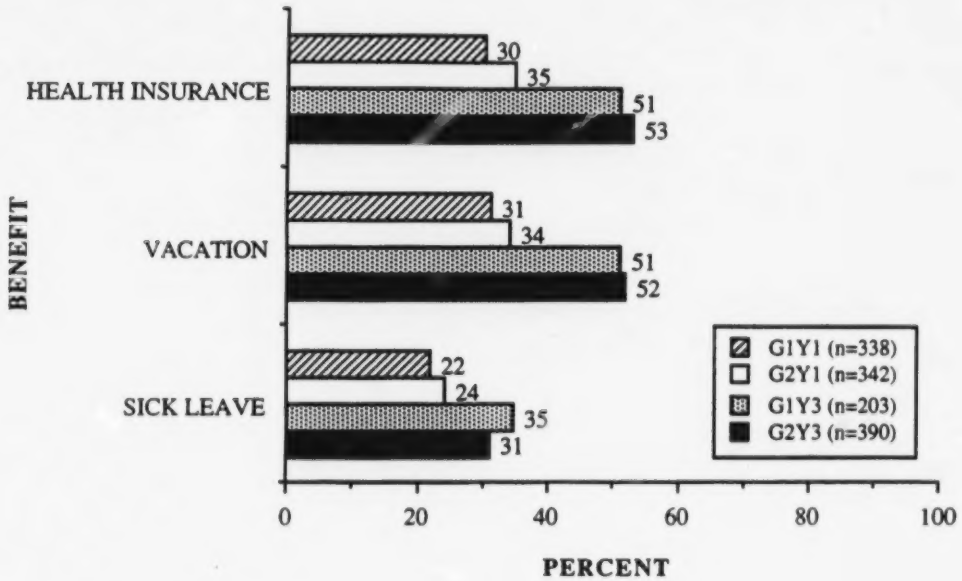


Fig. 49 JOB BENEFITS RECEIVED - GRADUATES



in practical math skills.

Graduates also were asked about the vocational training they received in high school. Seventy-nine percent said their program was helpful or very helpful in training them on how to keep a job; a similar percentage (78%) held the same view of their training on finding employment. When asked about preparation for their present job, 63% believed their high school program had been helpful or very helpful.

Successful Persons

The composites that were used to judge the level of adult adjustment for the total group also were applied to graduates of special education programs. When the high criteria were applied to the G2Y1 individuals, 9% (n=33) of the respondents were successful, and an additional 21% (n=78) were successful at the low level. At the time of the G2Y3 interview, 10% (n=42) of the respondents met the high criteria for success; an additional 28% (n=112) met the low criteria.

Comparison of Groups 1 and 2

This section presents information on the items where differences were found to be ≥15% between the two groups at either the first interview (i.e., between G1Y1 and G2Y1) or the third-year interview (i.e., between G1Y3 and G2Y3); or the change from the first year interview to the third year interview was substantial for one group but not the other.

Differences between Groups for the Same Year. At the Year 1 interview, substantially more Group 1 than Group 2 graduates reported they were receiving no financial assistance from other sources. Conversely, at the same interview, substantially more Group 2 than Group 1 graduates said they were receiving monetary support from their parents. Also at

the Year 1 interview, a larger proportion of Group 1 than Group 2 graduates indicated that they had received help from family or friends in finding their current job.

Differences between Groups in Changes from Years 1 to 3. For Group 1, the following substantial changes occurred between Years 1 and 3: a decrease in the proportion of persons who found their present job with the assistance of family or friends; and an increase in the proportion of persons who found their current job on their own.

For Group 2, the following substantial changes occurred between Years 1 and 3: a decrease in the proportion of persons who were paying none of their living expenses, were receiving financial assistance from parents, held jobs as service workers, and had been employed in their current job for less than six months; and an increase in the proportion of persons who were married, and were receiving no financial assistance from others.

Conclusions regarding Comparison. Fifteen variables and 59 categories within variables were involved in this investigation (e.g., Living Expenses, a variable, breaks down into 3 categories, All, Some, and None). For the subgroup of graduates, differences in comparisons were found for 8% of the categories. Differences in the proportions of successful G2Y3 vs. G1Y3 individuals were 5% in favor of G1Y3 when the low criteria were applied, and 4% in favor of G2Y3 when the high criteria were applied.

Dropouts

General Status

Marital Status/Living Arrangements. About two-thirds (68%) of the dropouts were single at the time of the Year 3 interview. Substantially more dropouts (85%) were single at the Year 1 interview (see Figure 50). One-fourth of the G2Y3 dropouts were married. The majority (55%) of the G2Y3 dropouts were living independently, a substantial increase over G2Y1 dropouts (26%) (see Figure 51). A corresponding drop was observed between Years 1 and 3 in the proportion of dropouts who were living with relatives (from 65% to 34%).

Financial Status. Substantially more G2Y3 than G2Y1 dropouts were paying all of their living expenses (44% vs. 22%) (see Figure 52). Conversely, substantially fewer G2Y3 than G2Y1 dropouts were paying none of their living expenses (12% vs. 40%). Approximately one-half (51%) of the respondents said they received no financial assistance from others. There was a substantial drop from Years 1 to 3 in the percentage of dropouts who reported receiving monetary assistance from parents (from 42% to 26%) (see Figure 53).

Postsecondary Training. About one-half of the respondents (49%) said they had not participated in any type of education or training program since dropping out of high school. Among persons who had been involved in such training, community college programs were most frequently mentioned (19%), followed by private training programs (8%). Four percent had served in the military.

Leisure Activities. Forty-seven percent of the G2Y3 dropouts indicated they were involved in from 1-3 leisure activities, which was a substantial decline over G2Y1 dropouts of whom 70% had participated in from 1-3 recreational pastimes (see Figure 54). Thirty-four percent of the respondents were participants in over four leisure activities. Nineteen percent said they had no leisure time endeavors.

Fig. 50 MARITAL STATUS - DROPOUTS

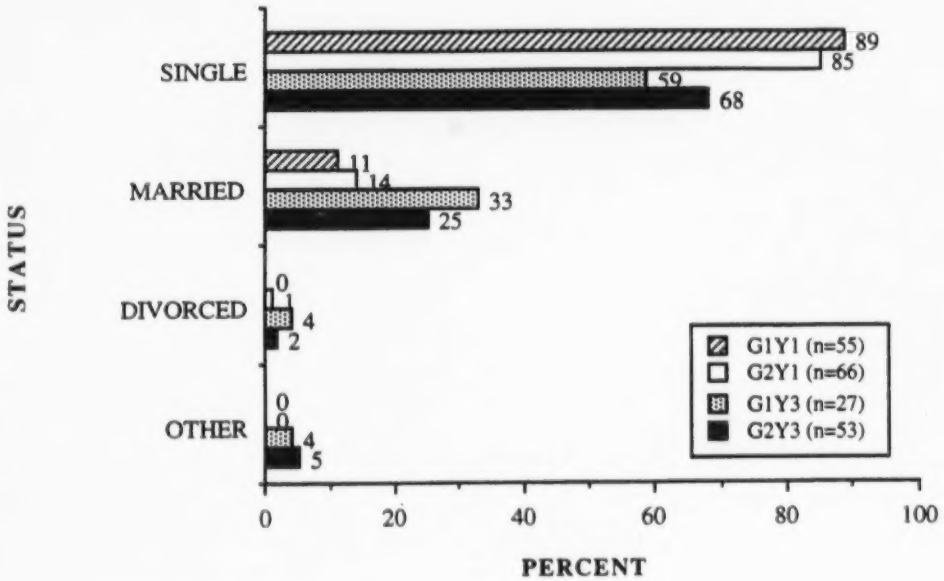


Fig. 51 LIVING ARRANGEMENTS - DROPOUTS

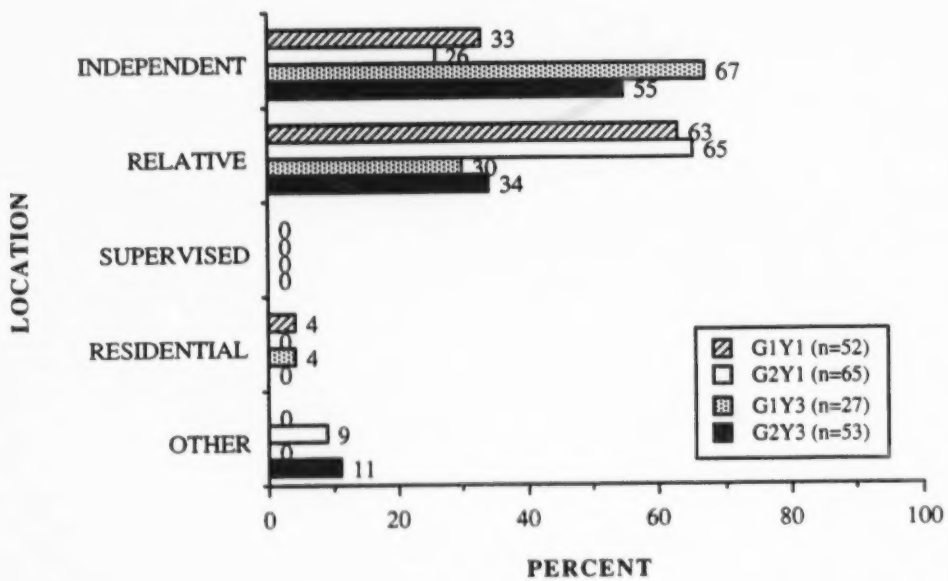


Fig. 52 PROPORTION OF EXPENSES PERSONS PAY DROPOUTS

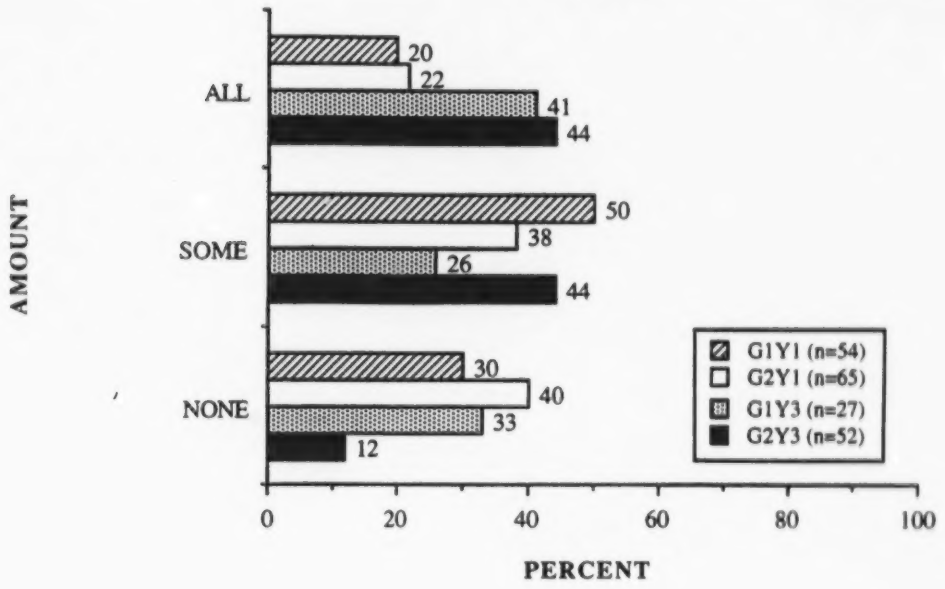


Fig. 53 SOURCES OF FINANCIAL ASSISTANCE DROPOUTS

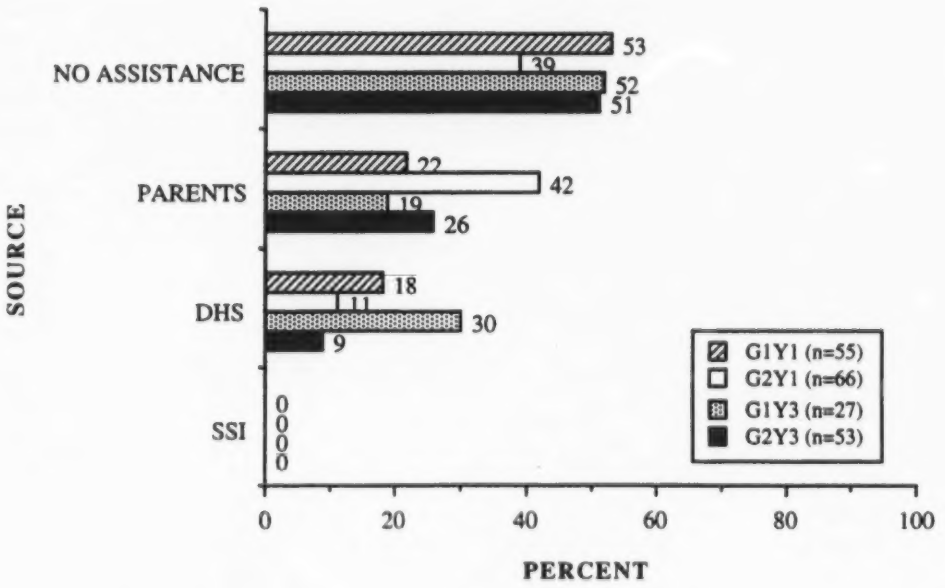
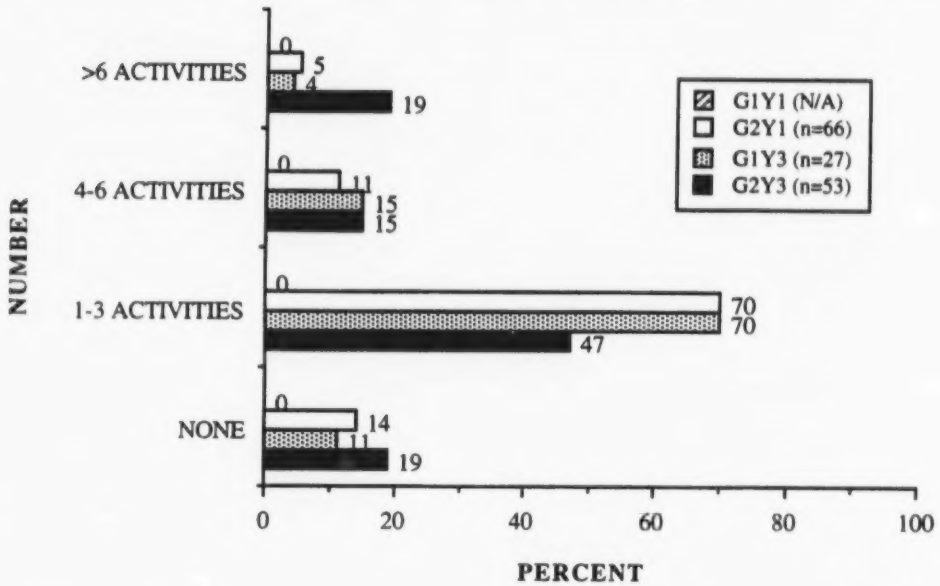


Fig. 54 NUMBER OF LEISURE ACTIVITIES IN WHICH DROPOUTS ARE INVOLVED



Information on Employment

About two-thirds of the dropouts (68%) were employed at the time of the Year 3 interview, all of whom had competitive jobs. An additional 11% were otherwise engaged (i.e., homemakers, students, or in job training programs). Almost one-fourth (21%) were unemployed. Respondents were asked during the interview about whom they had talked to concerning employment opportunities. The most common response was Job Service of Iowa (55%), followed by a JTPA agency (23%). Four percent had talked to Vocational Rehabilitation, and none had contacted a sheltered workshop about work. When asked how they found their present job, about one-half (51%) said they found it on their own, and 46% had help from family or friends. None reported receiving help from a school or community agency.

Most dropouts (53%) were employed as laborers at the time of the Year 3 interview. This was a substantial increase over the proportion (29%) who were laborers at the time of the Year 1 interview (see Figure 55). Seventeen percent of the G2Y3 respondents were service workers, down substantially from 40% of the G2Y1 respondents who held similar jobs. An additional 14% were operatives, followed by 8% who were craftsmen and 8% who had jobs classified as "other." Approximately two-thirds (69%) of the employed dropouts worked full time; another 22% worked from 21-37 hours per week. The remaining employed dropouts worked less than half-time or seasonally. One-fourth of the G2Y3 respondents said they had been in the same job for over two years, a substantial increase over the percentage found for G2Y1 dropouts (6%) (see Figure 56). Another 17% of the dropouts had worked at the same job from 1-2 years. Substantially fewer dropouts had been in the same job for 6-12 months at the time of the Year 3 vs. Year 1 inter-

Fig. 55 CURRENT JOB CLASSIFICATION DROPOUTS

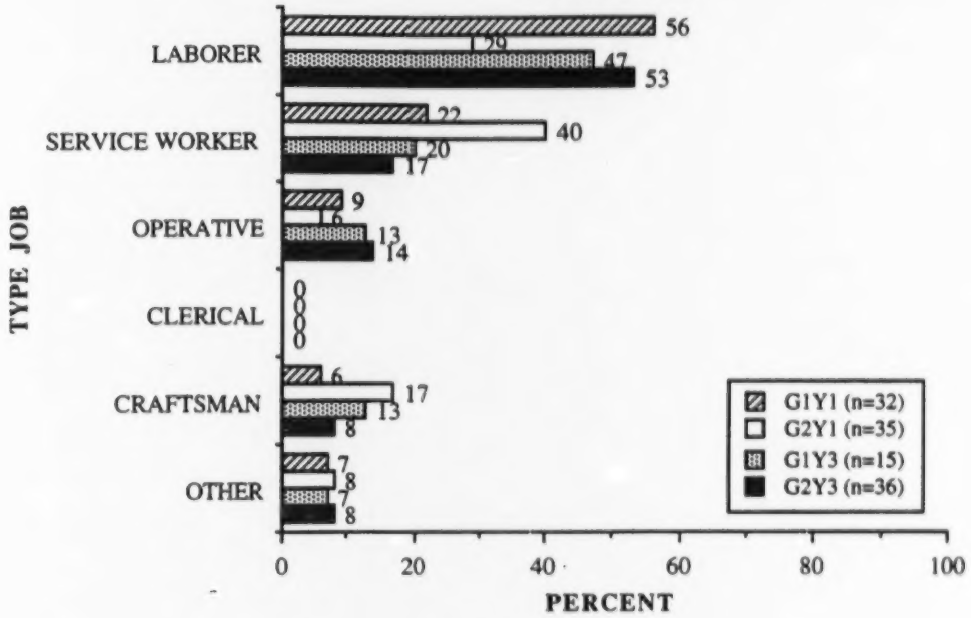
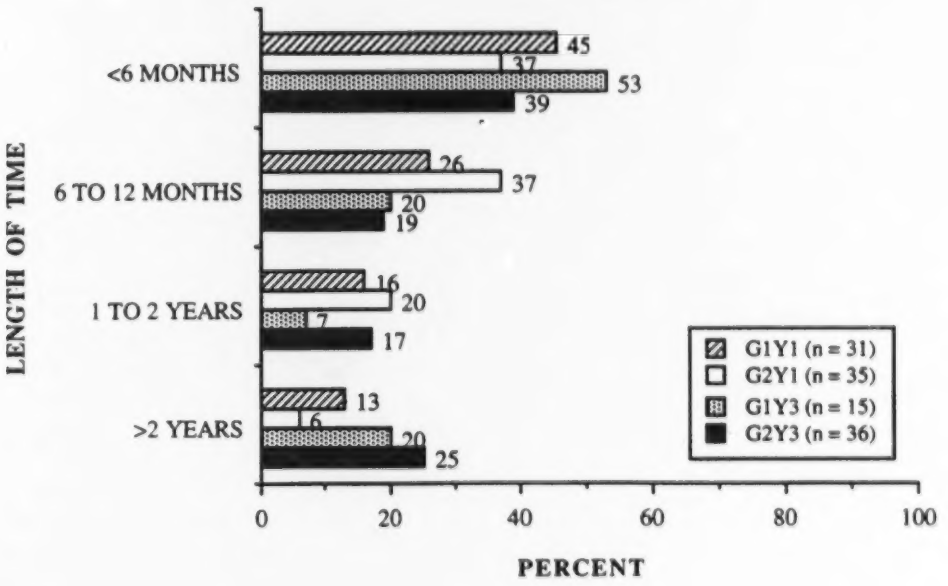


Fig. 56 LENGTH OF TIME IN CURRENT JOB DROPOUTS



view (19% compared to 37%). About one-third (39%) had been employed in their present job for less than six months.

The average hourly wage for G2Y3 dropouts was $5.23, an increase of $0.78 over the hourly wage of G2Y1 dropouts (see Figure 57). Substantial declines were observed between Years 1 and 3 in the proportion of employed dropouts who were receiving health insurance (from 46% to 31%), vacation time (from 49% to 25%) and sick leave (from 34% to 17%) (see Figure 58).

Perceptions of High School

Dropouts were asked about their perceptions of their high school programs. Seventy-seven percent said their program had been helpful or very helpful in teaching them to handle their personal problems. The same percentage reported that their program had been helpful or very helpful in teaching them practical reading skills. A smaller percentage (62%) indicated that their program had been helpful or very helpful in teaching them practical math skills.

The vocational aspects of high school programs received lower ratings from dropouts. Fifty-seven percent said their program had been helpful or very helpful in teaching them how to keep a job. Sixty-three percent perceived their program as being helpful or very helpful in teaching them how to find a job. Only 44% said they felt their high school program was helpful or very helpful in preparing them for their present job.

Successful Persons

The composites that were used to judge the level of adult adjustment for the total group also were applied to high school dropouts. When the high criteria were applied to the G2Y1 individuals, 6% (n=3) of the respondents were successful, and an additional 13% (n=7) were successful at the low level. At the time of the G2Y3 interview, 15% (n=7) of the respondents met the high criteria for success; an additional 19% (n=9) met the low criteria.

Comparison of Groups 1 and 2

This section presents information on the items where differences were found to be ≥15% between the two groups at either the first interview (i.e., between G1Y1 and G2Y1) or the third-year interview (i.e., between G1Y3 and G2Y3); or the change from the first year interview to the third year interview was substantial for one group but not the other.

Differences between Groups for the Same Year. At Year 1, a substantially larger proportion of Group 1 than Group 2 individuals had received help from family or friends in getting their present job, and were employed as laborers.

Also at Year 1, a substantially larger proportion of Group 2 than Group 1 individuals were receiving financial assistance from parents, employed as service workers, working full time, receiving health insurance as a fringe benefit, receiving vacation time as a fringe benefit, receiving sick leave as a fringe benefit, and perceived their high school program as being helpful or very helpful in preparing them for their present job.

At Year 3, a substantially larger proportion of Group 1 than Group 2 individuals were paying none of their living expenses, receiving financial assistance from the Department of Human Services, participating in from 1-3 leisure activities, had talked to Job Service of Iowa about employment, receiving health insurance as a fringe benefit, and receiving vacation time as a fringe benefit.

Also at Year 3, a substantially larger proportion of Group 2 than Group 1 individuals were paying some of their living expenses, participating in more than six leisure activities, and perceived

Fig. 57 WAGES EARNED FROM CURRENT JOB DROPOUTS

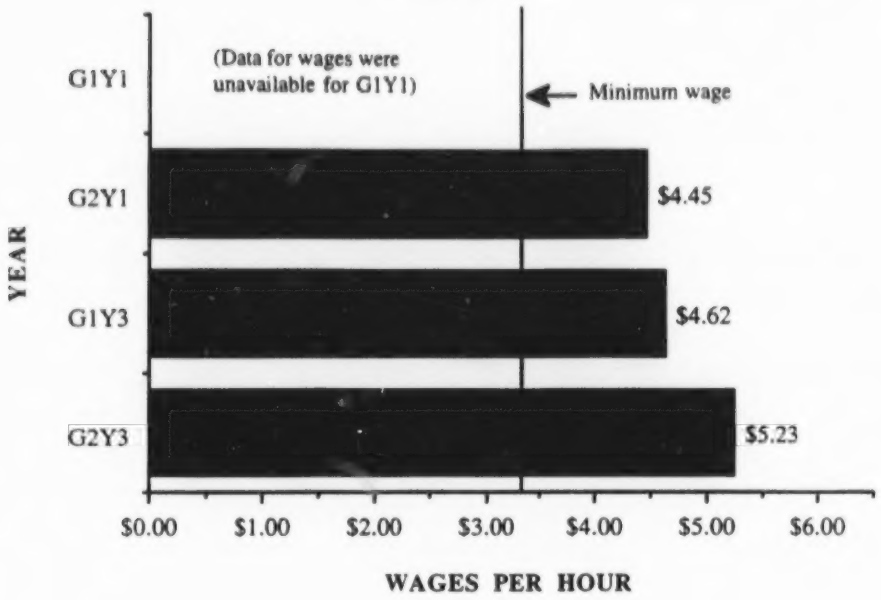
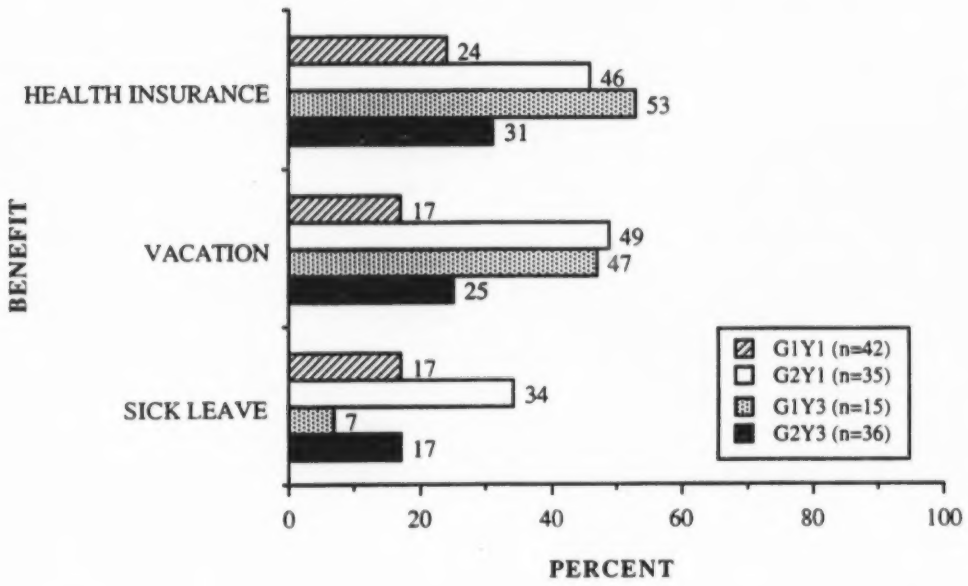


Fig. 58 JOB BENEFITS RECEIVED - DROPOUTS



their high school program as being helpful or very helpful in preparing them for their present job.

Differences between Groups in Changes from Years 1 to 3. For Group 1, the following substantial changes occurred between Years 1 and 3: a decrease in the proportion of persons who were paying some of their living expenses, and working less than 21 hours per week, ; and an increase in the proportion of persons who were married, working full time, and receiving health insurance and vacation time.

For Group 2, the following substantial changes occurred between Years 1 and 3: a decrease in the proportion of persons who were paying none of their living expenses; receiving financial help from parents; participating in from 1-3 leisure activities; employed as service workers; had been employed at their current job from 6-12 months; and receiving health insurance, vacation time, or sick leave; and an increase in the proportion of persons employed as laborers, and had been employed in their current job for over two years.

Conclusions regarding Comparison. Fifteen variables and 59 categories within variables were involved in this investigation (e.g., Living Expenses, a variable, breaks down into 3 categories, All, Some, and None). For the subgroup of dropouts, differences in comparisons were found for 27% of the categories. Differences in the proportions of successful G2Y3 vs. G1Y3 individuals were 1% in favor of G1Y3 when the low criteria were applied, and 7% in favor of G2Y3 when the high criteria were applied.

DISCUSSION

This section is organized to respond to four major questions.

1. What major changes occurred in the adult adjustment of individuals with learning disabilities in the period from one to three years after their high school class had left school?
2. What was the level of adult adjustment of individuals with learning disabilities three years after their high school class had been graduated?
3. Do the data on the two separate groups of individuals (Groups 1 and 2) indicate a true replication of the results?
4. What implications do the results of this study have for programming in our schools and for the transition planning process?

Within each section we also discuss major differences between individuals by gender, by program model (RTP vs. SCIN), and by graduation status (graduates vs. dropouts). It should be noted that dropouts were kept with their original high school class for the purpose of this study, although they may have dropped out anytime during their high school years. Thus, dropouts were out of school a minimum of three years and possibly as many as six or seven years at the time of the second interview.

Major Changes in Adult Adjustment 1 vs. 3 Years after Graduation

The first major focus of this study was changes which occurred in the adult adjustment of individuals with learning disabilities between one and three years after graduation, in most cases with little or no transition planning assistance. Table 5 presents a summary of significant improvements on the key variables for Group 2, between one and three years out of school. As mentioned before, we have defined a "significant improvement" as a change of greater than or equal to 15% in the desired direction. It should be remembered, however, that although a

TABLE 5

SIGNIFICANT IMPROVEMENTS ON KEY VARIABLES BETWEEN G2Y1 AND G2Y3

			Subgroups											
	Total Group		Males		Females		RTP		SCIN		Graduates		Dropouts	
Variable	Y3	≥15%	Y3	≥15%	Y3	≥15%	Y3	≥15%	Y3	≥15%	Y3	≥15%	Y3	≥15%
General Status														
Lives independently	49	+	45	+	65	+	53	+	34	+	49	+	55	+
Pays all living expenses	53	+	54	+	50	+	55	+	47	+	54	+	44	+
No financial assistance	70	+	72	+	63	+	70	+	67	+	72	+	51	.
Employment Status														
Full-time work	83	+	87	.	68	+	85	+	77	.	85	+	69	.
Wages (+ .50/hr)	5.56	+	5.81	+	4.60	+	5.59	+	5.46	+	5.59	+	5.23	+
Health insurance	51	+	54	+	41	.	53	+	46	.	53	+	31	.
Vacation	50	+	49	.	53	+	53	+	34	.	52	+	25	.
Sick leave	30	.	29	.	33	.	31	.	25	.	31	.	17	.

Note. The Y3 column indicates the percentage (except for Wages) of respondents who reported the level stated at the Year 3 interview. A + in the ≥15% column indicates that an increase ≥15% (except for Wages where a + indicates an increase of $.50/hr) was found from G2Y1 to G2Y3.

significant improvement may have occurred in a specific category, the end result may still not be an acceptable level of adjustment.

As indicated in Table 5, there were a number of positive shifts in the general status variables in the period from one to three years out of school. In fact, there were significant shifts in all three general status variables for the total group as well as for all subgroups with only a single exception concerning dropouts, where the shift relative to financial assistance was not substantial. Among the employment status variables listed in Table 5, wages provides the most consistent positive finding, where the total group and all subgroups realized at least a $0.50 per hour increase in wages between Years 1 and 3. The employment status variable which produced the most consistent lack of change concerned sick leave, where neither the total group nor any of the subgroups reported a substantial increase. When both general status and employment status variables are considered together, the total group, RTP individuals, and graduates showed the broadest gains in adult adjustment (in 7 out of 8 variables). Dropouts experienced the least number of gains in adult adjustment (in only 3 out of 8 variables).

Adult Adjustment Three Years after Leaving School

Even though a number of positive shifts were observed for the total group and the subgroups from Years 1 to 3, the question remains concerning how successful these individuals were relative to their overall adjustment as young adults. Using the criteria of "success" which we have proposed, 11% of the total Group 2 met the high standard of success and an additional 27% met the low criteria three years out of school. Only minor differences were observed between males and females relative to "success;" 11% vs. 10%, respectively, met the high criteria, and 28% vs. 24%, respectively, met the low criteria. Among RTP vs. SCIN individuals, the differences were small between those who met the high criteria (11% vs. 7%); somewhat larger differences were observed between those who met the low criteria (29% vs. 20%). The proportion of dropouts who met the high criteria for success exceeded that for graduates (15% vs. 10%, respectively); the reverse was true among those who met the low criteria for success (28% for graduates, 19% for dropouts).

About one-half of the individuals were living independently, and a similar proportion reported paying all of their living expenses. In addition, 70% said they received no financial assistance from parents or other sources. Eighty-three percent of the total group was employed, and the rate of full-time employment among those with jobs was 83%. The average wage per hour among employed persons was $5.56, with one-half receiving health insurance and vacation time as a job benefit. Slightly less than one-half reported they had not received any post-secondary education.

The results for males vs. females were mixed relative to the major adult adjustment variables. Substantially more females than males were living independently. Conversely, substantially more males than females were employed, including the proportion working full time. In addition, males earned a higher average wage than females. Comparisons of individuals by program model attended yielded only two substantial differences. More RTP than SCIN individuals were living independently. In addition, substantially more RTP than SCIN individuals received a paid vacation as a job benefit. Several substantial differences were evident between graduates and dropouts, all suggesting a more favorable outcome for graduates. More graduates reported receiving no financial assistance from parents or other sources. A comparison of graduates and dropouts relative to em-

ployment substantially favored graduates, this finding also held for full-time employment. Further, more graduates than dropouts were receiving health insurance and paid vacations as part of their employment.

Comparisons of Groups 1 and 2

One of the goals of the Iowa Statewide Follow-up Study was to collect data on different graduating classes to determine if the results were consistent across classes. In this monograph we have addressed the comparability of Groups 1 and 2 for the same number of years out of school and in changes from Years 1 and 3. The groups were similar in terms of general functioning level while in high school as measured by the last formal tests administered before graduation, and by their last program placement. Fifteen variables and 59 categories within variables were involved in this investigation. Fourteen percent of the categories showed a major difference between Groups 1 and 2 for the total group. A review of the figures in the Results section shows some of the similarities and some differences between Groups 1 and 2.

For the subgroup of males, differences were found for 15% of the categories; for females, differences were found for 19% of the categories. Comparisons by program model attended revealed that for individuals from RTP programs, differences were found for 8% of the categories; for individuals from SCIN programs, differences were found for 36% of the categories. For the subgroup of graduates, differences were found for 8% of the categories; for dropouts, differences were found for 27% of the categories. The two subgroups with the most differences (SCIN and dropouts) also involved the smallest numbers of individuals.

What we have found in this study appears to indicate that the conclusions drawn for the total group, for males and females, for RTP individuals, and for graduates have general applicability to adjacent graduating classes, but that more caution needs to be exercised in generalizing the results for SCIN individuals and dropouts across graduating classes.

Implications for Programming and Transition Planning

The implications which these results have for programming in our schools and for the entire transition planning process are complicated by three factors. First, the longer individuals are out of school, the less confidence we can have in attributing success or lack of success solely to the school program. Second, when differences in the adult adjustment of individuals from different program models occur, they may be a result of the differing functioning levels of the individuals, the differing curricula and other experiences offered in each program, or an interaction between the two. Third, the interview process itself and the resulting contact between the individual and interviewer in the one year interview may have constituted an intervention that would not otherwise have existed. A number of interviewers indicated that they answered specific questions or provided assistance to individuals concerning where to go for help.

With these factors in mind, we do feel that the results of this study suggest a number of implications for families, the individual, school personnel, and youth and adult service providers as they work together in the transition planning process. Without formal transition planning or assistance in the transition process, many individuals with learning disabilities made less than acceptable progress toward adult adjustment in the period from one to three years out of school. To increase the overall adult adjustment of these individuals we recommend changes in both the in-school and post-school

phases of their lives.

In the in-school phase more emphasis needs to be placed on laying the foundation for successful transition to adult life. Future adult living, working, and educational environments need to be identified with the individual and his/her family and planning toward these environments needs to begin no later than junior high school. This transition planning needs to be fully implemented into the Individualized Educational Program (IEP) process and drive the development of goals and objectives within the IEP.

In the post-school phase of the individual's preparation a system of support needs to be provided to assist the individual in crossing the bridge to adult life and to adjust in the early phases of adulthood. The Iowa Transition Model includes an Adult Living component which includes the following action steps:

1. Continue time-limited support of the individual as needed in his/her movement from school into adult life.
2. Convene a meeting of the multidisciplinary team comprised of the individual, his/her family, educators and adult service providers, at least yearly if the need for services continues.
3. Ensure that the individual is aware of whom to call and when, if needed.
4. Ensure that service providers and others communicate on an ongoing basis to serve as a network for individuals to use, as needed.
5. Expand efforts to implement a follow-up process whereby ongoing support and re-entry into the transition planning process can occur as needed and desired by individuals.

The individuals in this study did make progress in the period from one to three years out of school, but this progress was limited for many, and the resulting level of adult adjustment was less than acceptable. Effective transition planning that involves the individual, the family, educators, and adult service providers holds the key to assisting individuals with learning disabilities to reach their potential as contributing members of our society.

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